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A STUDY OF THE EDUCATIONAL PERSONNEL IN THE NEGRO PUBLIC  
ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA,  
1941 THROUGH 1953

36

A THESIS  
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The finished copy of this thesis is proudly dedicated to my beloved mother for continued encouragement, inspiration, constant vigil and companionship during the hours of strenuous endeavor. Although the work may have its imperfections, it is tendered to her with affection and sincere gratitude.

R. M. W. S.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Rationale . . . . .	1
Statement of the Problem . . . . .	1
Limitations of the Study . . . . .	2
Purposes of the Study . . . . .	2
Definition of Terms . . . . .	3
Locale of the Study . . . . .	4
Method of Research . . . . .	7
The Subjects . . . . .	7
The Instruments . . . . .	7
Sources of Data . . . . .	7
Procedure . . . . .	8
Value of the Study . . . . .	9
Survey of Related Literature . . . . .	9
Summary of Related Literature . . . . .	19
II. PRESENTATION AND ANALYSIS OF DATA . . . . .	21
Introductory Statement . . . . .	21
Ages of Educational Personnel . . . . .	21
Ages of Educational Personnel on Entering Profession. . . . .	23
Marital Status of Educational Personnel . . . . .	24
Marital Status of Parents of Personnel . . . . .	26
Early Environment of Personnel . . . . .	28
Religious Preference of Educational Personnel . . . . .	29
Religious Preference of Parents of Personnel . . . . .	31
Extent of Church Memberships of Personnel . . . . .	33
Church Attendance of the Educational Personnel . . . . .	34
Church Attendance Frequency of Parents . . . . .	37
Church Offices Held by Teachers . . . . .	39
Church Offices Held by Parents of Personnel . . . . .	41
Family Pattern of Educational Personnel . . . . .	44
Domiciliary Status of Parents of Personnel . . . . .	47
Degree of Family Employment of Personnel . . . . .	49
Types of Occupations of Parents . . . . .	52
Occupational Income of Parents of Personnel . . . . .	54
Educational Level of Parents of Personnel . . . . .	57
Dependents of Personnel . . . . .	59
Factors that Influenced Entering Teaching Profession. . . . .	61
Positions Held by Personnel . . . . .	64
Reasons for Employment of Personnel . . . . .	68
High School Curriculum Pursued and Completed . . . . .	70
Personnel with Diploma and Partial College Training . . . . .	70

## TABLE OF CONTENTS (continued)

Chapter	Page
II. PRESENTATION AND ANALYSIS OF DATA . . . . .	71
Types of Degrees Held by the Personnel . . . . .	71
Teachers with Bachelor Degrees and Graduate Training. . . . .	74
Personnel with Master's Degree and Further Study . . . . .	76
Georgia Institutions Represented by Personnel . . . . .	77
Institutions Represented by Personnel Outside of Georgia . . . . .	79
Undergraduate Major and Minor Fields of Concentration of Personnel . . . . .	82
Major and Minor Fields of Concentrations in Graduate School . . . . .	83
Major and Minor Fields of Concentration Beyond M. A. Degree . . . . .	86
Major and Minor Undergraduate, Graduate, and Above M. A. Degree Fields of Concentration of the Male "Special Service" Personnel . . . . .	87
Major and Minor Undergraduate, Graduate, and Above M. A. Degree Fields of Concentration of the Female "Special Services" Personnel . . . . .	87
Types of Certificates Held by Personnel . . . . .	91
Types of Certificates Held by "Special Service" Personnel . . . . .	95
General Professional Undergraduate Training of Principals and Teachers . . . . .	97
General Professional Graduate Training of Principals and Supervisors . . . . .	99
Principals and Supervisors' Training in Supervision of Elementary School Subjects . . . . .	100
Principals and Supervisors' Training in Administration and Supervision of the Elementary Schools . . . . .	101
Experience of Personnel in Georgia . . . . .	102
Tenure of Personnel in Bibb County . . . . .	104
Years Spent in Present Position of Personnel. . . . .	106
Grade Placement of Teachers . . . . .	107
Professional Memberships Held by the Personnel . . . . .	107
Supervision and Training in Extra Curricular Activities . . . . .	109
III. SUMMARY AND CONCLUSIONS . . . . .	113
Introductory Statement . . . . .	113
Purpose of the Study . . . . .	113
Definition of Terms . . . . .	114
Locale and Design of Research . . . . .	115
The Plan and Procedure . . . . .	116
Summary of Related Literature . . . . .	117
Findings . . . . .	118



## TABLE OF CONTENTS (continued)

Chapter	Page
III. SUMMARY AND CONCLUSIONS . . . . .	130
Conclusions . . . . .	130
Implications . . . . .	131
Recommendations . . . . .	131
BIBLIOGRAPHY . . . . .	133
APPENDIX . . . . .	135
Specimen of Questionnaire	

## LIST OF TABLES

Table	Page
1. Distribution of the Ages of the One Hundred Eighty-Four Educational Personnel by Sex in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	22
2. Distribution of the Ages of the Educational Personnel by Sex at the Time They Entered the Educational Profession in the Negro Public Elementary Schools of Bibb County, Georgia . . . . .	25
3. Distribution of the Marital Status of the Educational Personnel by Sex in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	26
4. Distribution of the Marital Status of the Parents of the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	27
5. Distribution of the Early Environments of the Educational Personnel by Sex in the Negro Public Elementary Schools of Bibb County, Georgia . . . . .	28
6. Distribution of the Religious Preferences of the Educational Personnel by Sex in the Negro Public Elementary Schools of Bibb County, Georgia . . . . .	30
7. Distribution of the Religious Preferences of the Parents of the Educational Personnel by Sex in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . .	32
8. Distribution of the Extent of Church Memberships of the Educational Personnel by Sex in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	34
9. Distribution of the Extent of Church Memberships of the Parents of the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . .	35
10. Distribution of the Church Attendance Frequency of the Educational Personnel by Sex in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	36
11. Distribution of the Church Attendance Frequency of the Parents of the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . .	38

## LIST OF TABLES (continued)

Table	Page
12. Distribution of the Church Offices Held by the Educational Personnel by Sex in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	40
13. Distribution of the Church Offices Held by the Parents of the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	42
14. Distribution of the Family Pattern of Educational Personnel by Sex in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	45
15. Distribution of the Domiciliary Status of the Parents of the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	48
16. Distribution of the Extent of Employment for Families of Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia . . . . .	50
17. Distribution of the Types of Occupations of Parents of the Educational Personnel by Sex in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	53
18. Distribution of the Occupational Income of Parents of the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	55
19. Distribution of the Educational Level of Parents of the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	58
20. Distribution of the Dependents of the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	60
21. Distribution of Factors that Influenced the Bibb County Negro Public Elementary School Personnel to Enter the Teaching Profession . . . . .	62
22. Distribution of Positions Held by the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, . . . . .	65
23. Distribution of the Reasons for Employment of Present Positions by the Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	69

## LIST OF TABLES (continued)

Table	Page
24. Distribution of the Types of High School Curriculum Pursued and Completed by the Negro Public Elementary School Teachers of Bibb County, Georgia, 1953-1954 . . . . .	71
25. Distribution of the Teachers with High School Diploma and Partial College Training Among the Negro Public Elementary School Personnel of Bibb County, Georgia, 1953-1954 . . . . .	72
26. Distribution of the Types of Degrees Held by the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	73
27. Distribution of the Personnel with Bachelor's Degree and with Graduate Training in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	75
28. Distribution of the Personnel with Master's Degree and with Study Beyond the Master of Arts Degree of the Negro Public Elementary School Teachers in the System of Bibb County, Georgia, 1953-1954 . . . . .	76
29. Distribution of the Number of Educational Personnel with Their Highest Degree or Diploma Awarded by Institutions Located in the State of Georgia, 1953-1954 . . . . .	78
30. Distribution of Institutions Represented in Highest Degree Attained Outside the State of Georgia by the Negro Elementary Personnel of Bibb County, Georgia, 1953-1954 . . . . .	80
31. Distribution of the Major and Minor Fields of Concentration in Undergraduate School of the Negro Teachers and Principals in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	82
32. Distribution of the Major and Minor Fields of Concentration in Graduate School of the Supervisors, Teachers, and Principals in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	85
33. Distribution of the Major and Minor Fields of Concentration in Study Beyond M. A. Degree of the Negro Public Elementary School Principals and Supervisors of Bibb County, Georgia, 1953-1954 . . . . .	86
34. Distribution of the Major and Minor Fields of Concentration at the Undergraduate, Graduate and Above M.A. Degree Levels of the Negro "Special Service" Male Personnel in the Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	88

## LIST OF TABLES (continued)

Table	Page
35. Distribution of the Major and Minor Fields of Concentration at the Undergraduate, Graduate and Above M. A. Degree Levels of the Negro Female "Special Service" Personnel in the Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	90
36. Distribution of the Types of Certificates Held by the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	92
37. Distribution of the Types of Certificates Held by the "Special Service" Personnel in the Bibb County Negro Elementary School System of Bibb County, Georgia, 1941-1954. . . . .	96
38. Distribution of the General Professional Educational Undergraduate Training of Principals and Teachers in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	98
39. Distribution of General Professional Educational Graduate Training of Principals and Supervisors in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	99
40. Distribution of Principals and Supervisors' Graduate and Beyond M. A. Degree Training in Supervision of the Elementary School Subjects, 1953-1954 . . . . .	101
41. Distribution of Principals and Supervisors' Graduate and Beyond M. A. Degree Training in Administration and Supervision of Elementary Schools, 1953-1954 . . . . .	102
42. Distribution of the Total Number of Teaching Experience in Georgia for the Elementary School Personnel of Bibb County, Georgia, 1953-1954 . . . . .	103
43. Distribution of the Tenure of Negro Educational Personnel in the Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	105
44. Distribution of the Years Spent in Present Position by the Members of the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	106
45. Distribution of the Grade Placement of the Teachers in the Negro Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	108

## LIST OF TABLES (continued)

Table	Page
46. Distribution of the Memberships in Various Professional Organizations of the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	109
47. Distribution of Supervision of and the Training in Extra-Curricular Activities of the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, 1953-1954 . . . . .	111

## CHAPTER I

### INTRODUCTION

Rationale.--Living together requires leadership from many different types of individuals. Teachers must prove themselves to be leaders capable of guiding, and instructing others in community as well as in school activities. They must direct children and youth toward optimum realizations of personnel potentialities. Since the educative process represents a major force in the determination of the social order and teachers are responsible for building future citizens, teachers are, consequently, the agents of the society. Teachers can help provide the environment for shaping character and giving insight into the lives of individuals through their own practical educational philosophies, professional training, methods, techniques, and experiences.

Teachers, in a large measure, determine the effectiveness of any educational program. The extent to which schools realize their potentialities for motivating the wholesome growth and social development of children and youth depends largely upon the interests, training, background and competency of the instructional personnel in the schools. This research has had for its chief motivation and prime purpose the examination and analysis of the record of progress on certain selected factors that may have entered into the overall teacher-qualifications and services of the Negro public elementary school teachers in the school system of Bibb County, Georgia, 1941 through 1953.

Statement of the Problem.--The problem of this research was to make a study of the teaching personnel in the Negro public elementary school

system of Bibb County to discover those factors which have structured or determined the progress of the educational staff for the period, 1941 through 1953.

Limitation of the Study.--This study was concerned with ascertaining the nature of teachers' academic and professional qualifications and certain other selected aspects of overall teacher proficiencies such as the academic and professional preparation; the educational background of the teachers; the major and minor fields of concentration; the types of certificates held; the socio-economic background; the teaching experience and tenure; the institutions represented in the training of the teachers, and professional organizations in which the teachers of Bibb County held memberships.

Therefore, this study did not attempt any measure of teaching or administrative efficiency, intelligence, personality, or adjustment, or to include data on persons enrolled or reinstated in the Bibb County school system after September, 1953. The study carried no data on personnel who were dropped from the roll of teachers and remained away permanently for the period, 1941 through 1953. A further limitation of this study was the questionnaire which was used as the main technique for collecting data.

Purpose of the Study.--The major purpose of this research was to make a study of the teaching personnel in the Negro public elementary school system of Bibb County, 1941 through 1953. More specifically, the purpose of this research was to answer the following questions:

1. What were the academic and professional training and the educational background of the Negro public elementary school



personnel of the Bibb County system for the year 1941 through 1953 as determined by:

- a. College training.
  - b. Graduate training.
  - c. Non-college training and experiences.
2. What types of teaching certificates were held by the Bibb County Negro elementary school personnel for the years, 1941 through 1953?
  3. To what extent was the Bibb County Negro public elementary school personnel working in and out of their respective fields of preparation and certification?
  4. What was the socio-economic background of the Bibb County elementary school personnel?
  5. What was the teaching experience and tenure of the Negro elementary public school personnel of Bibb County for the years, 1941 through 1953?
  6. What were the institutions in which these subjects received their training?
  7. What were the professional organizations in which the Bibb County elementary personnel held memberships?
  8. What Conclusions, Implications, and Recommendations can be derived from the analysis and the Interpretation of the Findings of this study?

Definition of Terms.--The important terms used throughout this research are defined in the statements to follow:

1. "Educational personnel" as used in this study refers to

all the persons, including teachers, principals, and supervisors, who are employed directly, or who are concerned with teaching in the Negro public elementary schools of Bibb County for the years, 1941 through 1953.

2. "Teaching personnel" as used in this study, refers to all the persons engaged in or having to do with teaching in the schools or in a school system.
3. "Academic training" as used in this study refers to the broad general training in the subject-matter areas received by all the Negro elementary teachers of Bibb County.
4. "Professional training" as used in this study refers to all the specified training in professional courses received by the Negro Bibb County public elementary teachers for the purpose of proficiency in teaching in the field of elementary education.
5. "Socio-economic background" as used in this study refers to the status of the teachers and their families with reference to the occupations, home conditions, and educational backgrounds.

Locale of the Study.--According to the latest available census report,<sup>1</sup> Macon, Bibb County, the heart of Georgia, has a population

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<sup>1</sup>

United States Bureau of Census, Sixteen Census of the United States: 1940 Population, II (Washington: U. S. Government Printing Office, 1943), p. 218.

of 113,533 of which 45,313 are Negroes. The city serves middle Georgia as a trading and shopping center for a radius of fifty miles. It is the hub of production in a territory which operates three million spindles, more than fifty thousand looms and has a cotton output of fifty million dollars annually in manufactures' volume.

Macon offers a variety of jobs for both skilled and semi-skilled workers, as well as the customary laborers who are to be found in the thirteen textile mills; four railroad companies; more than twenty-one lumber mills; one large Cork plant and paper mill, respectively; one lard and soap factory, candy factory, mayonnaise and Pure Foods Company; one tannery, flour mill; four feed and milling companies; several Guiano plants; brick yards and box factories, and in large numbers at an Army Air Force Base and Fuse and Munitions plant, as well as in numerous smaller industries, domestics and services in stores.<sup>1</sup>

The bulk of the income for Negroes is derived from employment from the United States Postal Service, the Naval Ordnance Plant, and the United States Air Force Base, where Negroes are employed in various tasks, from clerks to janitors. Consequently, the ultra-expanded work program stepped-up during and maintained since the war, has lured literally hundreds of families to settle within or near the metropolitan area of the city. These residents are supplied with untold services from "Greater Macon, Georgia."

The results of the tremendous influx of new citizens as well as the

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Macon Chamber of Commerce, Bulletin, 1948 Report (Georgia), p. 4.

multiplicity of births during and since a wartime period have over-capacitated all former and present elementary schools of Bibb County.<sup>1</sup> Presently, there are 37 schools in the county: 28 for Whites and 13 for Negroes, which have enrolled in them over 24,000 students. The County Board of Education employs some 762 teachers, 267 of which are Negro teachers and 189 of this latter number are employed in several capacities in the elementary field, comprising grades one through seven.<sup>2</sup>

There appeared to have been an urgent need to cope with the growing demands of the times, the Georgia State Board of Extended Educational requirements, the phenomenal growth of the county as evidenced by data of 1941 through 1953, the vast expansions of school plants and facilities, the wide variations and needs for improvements of educational offerings which have come about because of the growing needs and interests of students; the urgency for more and better-trained teachers, even in the elementary schools. All of these forces have tended to induce some growth in the academic achievement and the professional growth and qualifications of the teachers of the Negro public elementary schools of Bibb County as evidenced in the research. Therefore, an attempt has been made to ascertain the extent of the academic and professional growth of the Bibb County Negro public elementary teachers as well as to explore certain selected factors of socio-economic background as contributing aspects toward the progress of teaching careers.

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<sup>1</sup>  
Report of Superintendent of Schools, Bibb County, (February, 1954).

<sup>2</sup>  
Bibb County Board of Public Education, Office Personnel's Release, (December, 1953).

Method of Research.--A combination of the Normative-Survey and Historical Methods of research, which utilized the specific techniques of the questionnaire and official documents, was used in gathering the pertinent data for this study.

The Subjects.--The subjects involved in this research were the 184 (5 male and 179 female) members of the educational personnel of Bibb County, Georgia, 1953-1954, who could be identified as follows: a. 10 (1 male and 9 female) principals, b. 7 "special services" supervisors, c. and 167 teachers, all of whom were employed in the Bibb County elementary school system for the year 1953-1954, or who had been employed during the thirteen-year period of the study.

The Instruments.--The data for this research were gathered through the use of a questionnaire, the record files of the Bibb County Board of Education, the reports of the superintendent, supervisors, principals, and interviews with officials or office personnel of the board of education.

The questionnaire used was specifically designed and validated to procure pertinent personnel data under such captions as, early environmental background, selected factors of the socio-economic background, academic and professional training, teaching experience and tenure, teaching assignments, and professional participation.

Sources of Data.--There were two sources of data pertinent to this research: (1) data gathered through the administration of a specifically designed, validated, and approved questionnaire to the total educational personnel in the Negro schools; and (2) data gathered from the official records in the Office of the Superintendent of Schools of Bibb County,

Georgia.

Procedure.--The data necessary to the development of this study were gathered, organized, analyzed, interpreted, and presented in the thesis copy through the following steps:

1. The Related Literature pertinent to this study was reviewed, summarized, and presented in the thesis copy.
2. An interview with the Superintendent of Schools (1) provided him with explanations of desires and intentions for making a study; (2) explained the nature and scope of the research problem, and (3) obtained with dispatch necessary permissions for gathering pertinent data toward the execution of the research.
3. The superintendent, supervisors, principals, and teachers were asked to cooperate in carrying out the study.
4. The subjects were properly approached and instructed as to the scope and purposes of the research to be conducted.
5. The questionnaire designed to meet the needs of this research was constructed and validated under the supervision of competent workers in the area of educational research.
6. Similar interviews obtained with dispatch and efficiency the necessary data where conferences with other administrators and teachers were indicated.
7. The questionnaires were circulated to the entire Bibb County Negro elementary school personnel of 171 active classroom teachers, 10 non-teaching supervising principals, and 8 special supervisors.

8. The reports of the Bibb County Board of Education, the superintendent, the supervisors, and principals were reviewed to gain added data as well as to serve as a check upon the accuracy and authenticity of data reported on the questionnaire of the participating teacher-personnel.
9. The 184 returned questionnaires were checked and rechecked for fullness and accuracy of responses against other sources having the same data, with rejection, if any, of all returned questionnaires which were not usable in this study.
10. The data from the questionnaires, interviews, and official records were assembled and presented in proper figures, and tables, which were in turn analyzed and interpreted.
11. The findings, implications, conclusions, and recommendations as derived from the analysis and interpretation of the data were presented in the finished thesis copy.

Value of the Study.--It was hoped that the analysis and interpretation of the data of this research would serve the following purposes:

1. To point out the general trends of professional training and achievement among the Bibb County Negro elementary public school teachers for the years, 1941 through 1953.
2. To present a comprehensive overall picture of the trends and direction characteristic of the "upgrading" of the teaching personnel in the Negro elementary schools of Bibb County, Georgia, for the years, 1941 through 1953.

Survey of Related Literature.--The review of literature brings to focus many points-of-view from eminent students and educators in the

field of education. Many of them are deeply interested in the problems of teacher preparation, background, selection, and other contributing factors toward an effective and successful educational program, and thus make contributing points-of-view in relation to this study.

The vast amount of literature pertinent to this problem and reviewed in connection with this study revealed that considerable attention has been given to teaching personnel. Information which seemed most appropriate to the present study was divided into such areas as (1) the role of the teacher; (2) teacher recruitment; (3) teacher preparation; (4) Negro education; (5) certification of teacher personnel; (6) in-service training of teacher personnel, and (7) selected factors of teacher effectiveness. The subsequent sections of this survey are organized accordingly.

The teacher is thought to be a dynamic individual in the realm of education. A leader in education wrote as follows:<sup>1</sup>

The teacher is, by all odds, the most influential factor in high school education. Curriculum organization, equipment, important as they are, count for little or nothing except as they are vitalized by the living personality of the teacher.

Of a more challenging nature perhaps is a statement by Judd which appeared in a recent issue of the Phi Delta Kappan and states:<sup>2</sup>

The teaching staff of any educational institution is its most essential item of equipment. Providing suitable teachers for American schools is a task so colossal that our civilization is staggered in its effort to meet the demand. . . . Our ability

1

J. F. Brown, "The Importance of the Teacher," The American High School, (New York: 1939), p. 193.

2

Charles H. Judd, "The Teacher," Phi Delta Kappan Bulletin, Volume XXII (Chicago, 1944), p. 78.



or inability to provide competent teachers will determine the American experiment of universal education.

Several important studies on teacher-recruitment are reviewed at this point. Beecher studied the effectiveness of the New York State Recruitment and Training Program for alleviating the elementary teacher shortage and reported:<sup>1</sup>

During the first three years of operation, approximately 1,200 college graduates recruited for the six-week Intensive Teacher Training Program had completed one or more summer sessions, and the potential supply of elementary teachers available from the regular four-year program was increased by 40 per cent.

Further, Beecher compared the teacher effectiveness of special trainees with regular four-year graduates and reports:<sup>2</sup>

Representative samples of one hundred beginning teachers were drawn from two groups. Ratings of teacher effectiveness were made by a team of experienced supervisors using two rating devices in addition to their own general appraisals. Year-end ratings indicated that the proportion of special trainees rendering average service was only slightly less than that of regularly trained teachers.

However, the proportion of special trainees doing relatively superior work was only about one-third of that for teachers with four-year training. Approximately ten per cent of both groups was judged "complete failure." Eighty-four per cent of the trainee recruits had training or experience in education prior to participating in the program.

Beecher concluded:<sup>3</sup>

The teaching effectiveness of trainees in their first year of teaching was below that of regularly trained teachers, although not sufficiently inferior to jeopardize the welfare of children in schools.

A comprehensive monogram monograph concerning selection and

1

Dwight E. Beecher, "The Intensive Teacher Training Program," The Review of Educational Research: Journal, XVII (March, 1950), p. 42.

2

Ibid., p. 42.

3

Ibid., p. 42.

recruitment published by the American Association of Examiners and Administrators of Educational Personnel enumerates the procedures to be used.

The following procedures for implementing the thesis for teacher selection are:

1. Insofar as objective, quantifiable, and recordable evidence of merit and fitness are available, this evidence should be used in lieu of subjective judgments.

2. Subjective judgments should be used to appraise those qualifications for which objective evidence cannot be obtained and every effort should be made to embrace the reliability of these judgements.

3. Teacher selection is a long-range process, beginning with the recruitment of high school students for teacher preparation and continuing through the period of probationary teaching.

4. Minimum standards of preparation and experience for each position should be established.

5. Appraisal of merit and fitness should be the responsibility of professional officials.

6. Applicants should be appointed from eligibility lists.<sup>1</sup>

Caliver made a study of all Negro students entering Fisk University during the period 1928 through 1938, and found that "the students were

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American Association of Examiners and Administrators of Educational Personnel, "Principles and Procedures of Teacher Selection," Philadelphia: the Association (Parkway at 21st Street, Philadelphia, Pennsylvania), 1951, p. 254.

from above average backgrounds. The professional group of parents furnish more students in college than any other."<sup>1</sup>

Jennings, in his study of the Teaching Personnel of Stewart County, Georgia, 1951-1952, concluded that, "Teachers are recruited from upper, lower, and middle classes of the population as measured by the usual indices of socio-economic status."<sup>2</sup>

Jenkins, in her study of the Teaching Personnel of Randolph County, Georgia, 1952-1953, implied that, "Teachers in Randolph County, Georgia school system were taken from a desirable socio-economic level and that future recruitments of teachers were best suggestive from teachers of a minimum four-year college level."<sup>3</sup>

Ryan made a study and listed several foremost qualities for teacher selection. He stated<sup>4</sup> that:

The most frequent mentioned qualities for good teacher selection are personality, educational background, health and physical vigor and potentiality for professional growth and expanding service. Appearance and scholarship were judged amenable to relatively good estimation. The study however, failed to reveal the use of other than traditional practices in teacher recruitment.

Teacher preparation is basically essential to teacher growth. Boyd

<sup>1</sup> Ambrose Caliver, "A Personnel Study of Negro College Students," Contribution to Education, Number 284, (New York: Columbia University, 1931), p. 13.

<sup>2</sup> James Edward Jennings, "A Study of the Status of the Negro Teaching Personnel of Stewart County, Georgia, With Partial Reference Implications for Improved Instruction," Unpublished Master's Thesis, School of Education, Atlanta University, 1953.

<sup>3</sup> Nannie L. Jenkins, "A Study of the Intelligence, Personality, Certification and Training Status of the Negro Teaching Personnel in the Randolph County School System," Unpublished Master's Thesis, School of Education, Atlanta University, 1952.

<sup>4</sup> David G. Ryans, "Procedures Employed in Teacher Selection," Teachers College Journal, 28:58-59, January, 1949.

in a comprehensive study of the Negro Secondary Personnel of North Carolina states:<sup>1</sup>

The evidence points to the need for teachers being prepared to teach in at least three subject fields rather than being highly trained to teach in a single subject field.

Long revealed in his study of Educational Opportunities that:<sup>2</sup>

The efficiency of the teacher can be shown by the certification held. The teacher with the highest certificate would invariably show the best rating.

Long's data further indicated that:<sup>3</sup>

There is a common belief among school administrators that there is a direct relation between the grade certificate held and the class of work the teacher is capable of doing.

Further, in regard to teacher preparation, Chamberlain and Kindred made this challenging statement:<sup>4</sup>

The teacher who has little or no training or whose preparation is exceedingly general in nature is scarcely to be regarded as a member of the profession . . . the present status of teacher preparation and the fact that teachers make little or no investment in working equipment partially explains the low level of teachers' salaries.

In connection with the length of teacher preparation, Chamberlain and Kindred state in a report that:<sup>5</sup>

<sup>1</sup>Laurence E. Boyd, "A Study of the Personnel in Negro Secondary Schools in North Carolina," Unpublished Doctor's Dissertation, University of Iowa, 1938, p. 58.

<sup>2</sup>Joseph K. Long, An Inquiry Into the Certification of Teachers, (Nashville, Tennessee, 1936), p. 4.

<sup>3</sup>Ibid., p. 4.

<sup>4</sup>Chamberlain, Leo, Kindred, Leslie W., The Teacher and School Organization, (New York, 1950), p. 127.

<sup>5</sup>Ibid., p. 108.

According to the research bulletin of the National Education Association, the average classroom teacher has more than three years of preparation beyond high school . . . In rural schools, approximately sixty-two per cent of the teachers in this country have completed less than four years of college work and sixteen per cent have less than two years of advanced training beyond high school . . . All signs indicate that time is not far distant when elementary teachers with only two years of preparation and high school teachers with only a bachelor of Arts or Science Degree will be in the minority among teachers in this country.

Education today is a continuously changing process. Teachers must avail themselves of opportunities for educational advancement to remain in the profession and cope with ever present changes in our modern civilization. Chamberlain and Kindred state:<sup>1</sup>

Essentials for teacher preparation and growth today have a broader concern, extending far beyond the legal and formalized requirements of state and teacher-training institutions, or the compliance with the academic requirements of old. Teachers should be imbued (1) with a sound philosophy of education, (2) a knowledge of the learning process, (3) a sensitivity to the need for curriculum change, (4) a command of method and technique, (5) an understanding of human relations and the forces which influence social and personal living, and (6) a concern for the growth of the whole child.

Hunter made this implication in his study of the Teaching Personnel of Sunflower County, Mississippi, 1950-1951:<sup>2</sup>

It seems apparent that Negro teachers are improving their training status in terms of academic and professional training. However, the data did not reveal adequate training in the fields in which the teachers of Sunflower County, Mississippi were required to teach.

Hunter suggests that:<sup>3</sup>

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<sup>1</sup>  
Chamberlain, Leo, Kindred, Leslie W., The Teacher and School Organization, (New York, 1950), p. 108.

<sup>2</sup>  
James Eugene Hunter, "A Study of Teacher Status and Student Progress in the Four-Year High Schools of Sunflower County, Mississippi," Unpublished Master's Thesis, Atlanta University, 1951, pp. 105-106.

<sup>3</sup>  
Ibid., p. 107.

The preparation of teachers should be a workable balance between the amount of General Education and specific training received by teachers in training. Teachers need to be prepared to teach in at least three subject fields rather than highly trained to teach in a single subject field.

According to Bigelow and as stated by the Commission on Teacher Education concerning the growth needs of teachers, it is stated that:<sup>1</sup>

Well informed teachers are called for at every level. Scholarly resources are particularly important in our complex and changing times . . . The subjects of the Arts and letters of the natural and social sciences, and of philosophy, all bear on the needs of our society, of our children and of the teachers themselves. Teachers need vital and extended instruction in these subjects.

Boyd in his Study of the Personnel in Negro Secondary Schools in North Carolina 1938 concluded:<sup>2</sup>

There have been few studies conducted in the field of teacher personnel in Negro schools at either the elementary or secondary levels. Most of the studies which have been conducted have dealt with the problems of teacher-training facilities in colleges, Normal Training Institutions and Normal, (County Training) training high schools serving the Negro race. While other similar studies have been rather cursory treatments of the problems of (1) subject-field combinations of teacher, (2) salaries of teachers, and (3) supply and demand rates of Negro teachers.

Osborn makes a suggestive concluding statement about teacher-preparation:<sup>3</sup>

It is becoming increasingly apparent that few, if any, teacher-education programs, even those of four-year length, provide

<sup>1</sup>Karl W. Bigelow, Teachers for Our Times, "A Statement of Purposes by the Commission on Teacher Education," (Washington, D. C., American Council on Education, 1944), p. 154.

<sup>2</sup>Laurence E. Boyd, "A Study of the Personnel In Negro Secondary Schools In North Carolina," Unpublished Doctor's Dissertation, (College of Education, University of Iowa, 1938), p. 107

<sup>3</sup>John K. Osborn, "Inservice Versus Pre-Service in Teacher Education," Journal of Educational Administration and Supervision, XXXII (April, 1946), p. 221.

sufficient time for the inclusion of all the desirable elements in teacher preparation.

Boykin in his study on teacher certification found that:<sup>1</sup>

Qualification constitutes the key to educational efficiency and teacher qualification is determined on the basis of certification. It follows that the problem of certification is of major concern to all school personnel. It is directly related to most aspects of public education, however, its most commonly recognized purpose is to protect states against the employment of incompetent teachers.

Data on certification requirements and practices, collected from bulletins of the last three years were presented by Woellner and Wood and published by the United States Office of Education.<sup>2</sup>

Periodically issued statements from state departments of public instruction and regional educational accrediting associations serve as the main sources or agencies of teacher certification requirements.

The Report further states:<sup>3</sup>

There have been fewer investigations of certification in special teaching fields during the past three years than in previous periods.

Frazier in his study of the development of state programs for the certification of teachers found that, "studies of problems of certification were numerous but minor attention has been given to the progress of certification in a single school system."<sup>4</sup>

<sup>1</sup>Leander Boykins, "A Comparative Study of the Certification Requirements in Fifteen Southern States," Unpublished Master's Thesis, Atlanta University, 1940, p. 2.

<sup>2</sup>Robert C. Woellner, Aurilla M. Wood, "Requirements for Certification of Teachers, Counsellors, Librarians, and Administrators for Elementary Schools, Secondary Schools and Junior Colleges," 19th Edition, 1949-1950, (Chicago University, April, 1949).

<sup>3</sup>Ibid.

<sup>4</sup>Bea W. Frasier, "The Development of State Programs for the Certification of Teachers," Educational Research Bulletin, 12 (Washington, D. C., 1946), p. 34.

Writing on the present status of teacher-certification in a recent issue of the Educational Outlook, Woellner<sup>1</sup> states:

There have been fewer investigations of certifications in special teaching fields during the past three years than in previous periods. The main problems dealt with by the studies covered in the review had to do with current requirements and practices followed in the certification of teachers. The academic and professional requirements set up by state and regional authorities determine this status. Current practices soon became obsolete in a changing society.

Again, in 1952, a report on the inservice training of teachers in the review of Educational Research revealed:<sup>2</sup>

The amount of studies dealing with inservice education is quite limited for that period. The majority of literature published in educational journals consist of expressions of opinion about various inservice techniques, or descriptive reports of inservice programs developed at local, county or state levels.

The literature reviewed appears to indicate that more attention is given to a critical, objective analysis of the effectiveness of particular inservice techniques and that less attention is given to testimonial evidence of the teacher inservice training program. There is evidence that current practices soon become obsolete.

To this end, several studies have been directed at the identification of factors contributing to the teacher effectiveness.

Ryans investigated the association of selected professional and

<sup>1</sup> Robert C. Woellner, Aurilla M. Wood, "Requirements for the Certification of Teachers, Counsellors, Libraries, and Administrators for Elementary Schools, Secondary Schools and Junior Colleges," 19th Edition, 1949-1950, (Chicago University, April, 1949).

<sup>2</sup> Review of Educational Research, Inservice Education of Elementary and Secondary School Teachers, Current Trends, American Research Association, Volume XXII Number 3 (Washington, D. C., June, 1952), p. 193.



personal data with the criteria of teaching effectiveness and states:<sup>1</sup>

Observation of 275 third and fourth grade teachers in four communities revealed that there were little or no relationship between the criteria and (a) school system in which the teacher was employed, (b) socio-economic status of neighborhood served, (c) marital status, (d) amount of college training, (e) agreement with principal on educational viewpoint.

Ryans' report made this statement:<sup>2</sup>

Teachers with five to nine years of teaching experience were judged more effective than those with either more or less experience.

Barr, Burton and Brueckner,<sup>3</sup> in discussing, "Teaching and Experience Affect the Knowledge Factors," state that:

Teachers vary greatly in training and experience . . . In many respects the mature teacher is an even greater problem. Even though he may have been originally well trained, his training may not be up-to-date . . . Both the beginning and experienced teacher may lack the understanding necessary to effective leadership in the complex situation in which we find ourselves.

Summary of Related Literature.--The review of literature on teaching or educational personnel from the standpoints of the role of the teacher; teacher recruitment, teacher preparation, studies on Negro education; certification of teacher-personnel, inservice training and factors contributing to teacher effectiveness, the literature would appear to emphasize such crucial principles as indicated below:

1

David G. Ryans, "A Study of the Extent of Association of Certain Professional and Personal Data With Judged Effectiveness of Teacher Behavior." Journal of Experimental Education, 20:67-77, September, 1951.

<sup>2</sup>Ibid.

3

A. S. Barr, William H. Burton, Leo J. Brueckner, "Evaluating Educational Leadership," Supervision, (New York, 1947), p. 753.

1. All authorities appear to agree on the significant role of the teacher.
2. Teachers are recruited from upper and middle classes.
3. Certification holds the key to heightening of educational qualification.
4. Teacher education is a continuous process and should be dilligently pursued.
5. The expected teaching efficiency of those in the classroom is essentially based upon the scope and qualify of training, both academic and professional.
6. The professional training of teacher should include training in subject matter and methodology of two or more subject eombinations.
7. The socio-economic background of teachers or educators is an important segment in the overall qualifications of teachers.
8. The requirements of teacher certification are controlled by local and state bodies.
9. Teachers need the advantage of continued inservice training.
10. Teachers with five to nine years of teaching experience are more effective than those with more or less experience.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

Introductory Statement.--In this chapter are presented the analysis, treatment, and interpretations of data that deal with selected aspects of the educational personnel of the Negro public elementary schools of Bibb County, Georgia. The aspects covered in the study dealt with vital statistics; general background information; socio-economic factors; other personnel data; professional preparation; positions held; teaching experience; and tenure of the one hundred eighty-nine educational subjects of the Negro elementary schools of Bibb County, Georgia.

The major portions of these data were secured through the use of a "specifically" devised and officially approved questionnaire, "A Study of the Educational Personnel in the Negro Public Elementary Schools of Bibb County, Georgia, from 1941 through 1953," the main sections of which were in keeping with the aspects mentioned above and will be discussed in order in the immediate paragraphs to follow.

Age of Educational Personnel.--The data pertaining to the ages of the teachers, principals, supervisors, and the "special service" personnel in the Negro Public Elementary Schools of Bibb County, Georgia, as of September, 1953, are presented in Table 1, and explained in the subsequent paragraphs.

The ages of the total 184 Negro elementary educational personnel who made questionnaire returns and who are reporting throughout this research and for this item, comprising 167 Negro female elementary classroom teachers, 10 Negro non-teaching supervising elementary school

TABLE 1

DISTRIBUTION OF THE AGES OF THE ONE HUNDRED EIGHTY-FOUR EDUCATIONAL  
PERSONNEL BY SEX IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF  
BIBB COUNTY, GEORGIA, 1953-1954

Ages	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
22 - 24 years	0	0.00	12	6.70	12	6.52
25 - 27 years	1	20.00	23	12.84	24	13.04
28 - 30 years	0	0.00	13	7.26	13	7.07
31 - 33 years	0	0.00	13	7.26	13	7.07
34 - 36 years	0	0.00	20	11.17	20	10.87
37 - 39 years	1	20.00	20	11.17	21	11.41
40 - 42 years	2	40.00	13	7.26	15	8.15
43 - 45 years	0	0.00	17	9.50	17	9.24
46 - 48 years	1	20.00	11	6.15	12	6.52
49 - 51 years	0	0.00	7	3.91	7	3.80
52 - 54 years	0	0.00	13	7.26	13	7.07
55 - 57 years	0	0.00	8	4.47	8	4.35
58 - 60 years	0	0.00	3	1.68	3	1.63
61 years and Over	0	0.00	6	3.35	6	3.26
Total	5	100.00	179	99.98	184	100.00
Mean	39.80		39.89		38.84	
Median	40.25		37.78		37.93	
Range	24		40		40	

principals (1 male and 9 female principals), and 7 Negro "special service" personnel (1 female Jeanes Supervisor, 1 female Music Supervisor, 1 male Physical Education Instructor, 1 special Library Service Coordinator, 1 Visiting Teacher, 1 Farm and Home Demonstration Agent), respectively, ranged from a low of 22 years to a high of 61 years and over to show a mean age of 38.84 years and a median age of 37.93 years. Of the total 184 subjects, 5 or 2.72 per cent and 179 or 97.28 per cent of them were male and female personnel, respectively.

There was none of the male personnel and 12 or 6.52 per cent of the female subjects who were in the extreme low age-range of 22 to 24 years, whereas, there was none of the male personnel and 6 or 3.26 per cent of the female subjects who were in the extreme high age-range of 61 years and over. It might be said that 32 or 17.39 per cent of the male and female personnel fell in the mean age-group of 40 to 45 years, with the female subjects being fairly distributed throughout the 14 class-intervals represented, whereas, the male personnel's ages were found only in four of the class-intervals of age distributions 25-27 years through 46-48 years.

Lastly, it might be said of the one hundred eighty-four educational personnel, that there appeared to have been a fair balance of age distribution between the older and younger teachers, principals, and special workers of the county school system; therefore, a predominant influence of the stereotype of age-groups was not particularly operative in the Negro elementary schools of Bibb County, Georgia.

Age of Educational Personnel on Entering Profession.--The data on the age of the educational personnel at the time of entering the

teaching profession of the Negro public elementary schools of Bibb County, Georgia, are presented in Table 2, and explained in terms of the significant facts which follow.

Of the 184 subjects reporting on the item, 5 or 2.72 per cent were male personnel and 179 or 97.28 per cent were female personnel, of which none of the male subjects and 29 or 15.76 per cent of the total female subjects entered the teaching profession between the ages of 15-17 years; of 144 or 78.26 per cent of the total subjects; 5 or 100.00 per cent of the male personnel and 139 or 77.64 per cent of the female personnel entered the teaching profession between the ages of 18-26 years; whereas, none of the male nor female subjects entered the teaching profession between the ages of 33-35 years. Again, none of the male subjects and four or 2.17 per cent of the total subjects, being all female, entered the teaching profession between the ages of 36-44 years.

It appeared that 173 or 93.92 per cent of the total personnel, male and female which was an overwhelming majority, entered the educational profession between the ages of 15-26 years, however, no male subjects were categorized between the ages of 15-17 years. Further, none of the male subjects and only 11 or 5.97 per cent of the female personnel entered the teaching profession from 27-44 years, which evidenced the fact that the Bibb County elementary personnel entered the educational profession at an early age. It can also be said that the female personnel entered the profession at both an earlier and later age than did the male personnel, as well as in larger numbers.

Marital Status of Educational Personnel.--The data on the marital status of the 184 educational subjects in the Negro elementary schools

TABLE 2

DISTRIBUTION OF THE AGES OF THE EDUCATIONAL PERSONNEL BY SEX AT THE TIME THEY ENTERED THE EDUCATIONAL PROFESSION IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA

Ages	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
15 - 17 years	0	0.00	29	16.02	29	15.76
18 - 20 years	2	40.00	86	48.04	88	47.83
21 - 23 years	1	20.00	43	24.02	44	23.91
24 - 26 years	2	40.00	10	5.58	12	6.52
27 - 29 years	0	0.00	2	1.12	2	1.09
30 - 32 years	0	0.00	5	2.79	5	2.71
33 - 35 years	0	0.00	0	0.00	0	0.00
36 - 38 years	0	0.00	2	1.12	2	1.09
39 - 41 years	0	0.00	1	0.55	1	0.54
42 - 44 years	0	0.00	1	0.55	1	0.54
Total	5	100.00	179	100.00	184	100.00
Mean	22.50		20.43		20.49	
Median	23.50		19.61		19.67	
Range	9		30		30	

of Bibb County, Georgia, are presented in Table 3, and interpreted on the basis of the significant facts which follow.

Of the total 5 male personnel reporting for this questionnaire item, four or 80.00 per cent of them were married, whereas, 1 or 20.00 per cent of the male subjects were single. Of the total 179 female subjects

TABLE 3

DISTRIBUTION OF THE MARITAL STATUS OF THE EDUCATIONAL PERSONNEL  
BY SEX IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF  
BIBB COUNTY, GEORGIA, 1953-1954

Marital Status	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Single	1	20.00	40	22.35	41	22.28
Married	4	80.00	107	59.79	111	60.33
Widow or Widower	0	0.00	16	8.94	16	8.70
Divorced	0	0.00	13	7.26	13	7.07
Separated	0	0.00	3	1.68	3	1.63
Remarried	0	0.00	0	0.00	0	0.00
Total	5	100.00	179	100.00	184	100.00

reporting on this questionnaire item, 40 or 22.35 per cent of these female teachers were single; 107 or 59.78 per cent were married; 16 or 8.94 per cent of these female teachers were widowed, 13 or 7.26 per cent of them were divorced; and 3 or 1.68 per cent of the female teachers indicated themselves as being separated. However, no male or female personnel indicated that they had in any instance remarried, whereas, none of the male personnel indicated that they were either widowed, divorced or separated. These data appeared to have indicated a rather stable marital status for both male and female personnel in the Negro public elementary schools of Bibb County, Georgia.

Marital Status of Parents of Personnel.---The data on the marital



TABLE 4

DISTRIBUTION OF THE MARITAL STATUS OF THE PARENTS OF THE EDUCATIONAL  
PERSONNEL BY SEX IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS  
OF BIBB COUNTY, GEORGIA, 1953-1954

Marital Status	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Married	4	80.00	89	49.72	93	50.54
Widow or Widower	1	20.00	48	26.82	49	26.63
Divorced	0	0.00	6	3.35	6	3.26
Remarried	0	0.00	10	5.59	10	5.44
Separated	0	0.00	2	1.12	2	1.09
No Answer Given	0	0.00	24	13.41	24	13.04
Total	5	100.00	179	100.00	184	100.00

status of the parents of the educational personnel in the Negro public elementary schools of Bibb County, Georgia, are presented in Table 4, and explained in the subsequent sections:

Of the 184 subjects reporting for this questionnaire item, 93 or 50.54 per cent; 4 or 80.00 per cent and 89 or 49.72 per cent of the parents of the male and female personnel, respectively, were reported as being married; of 49 or 26.63 per cent: 1 or 20.00 per cent and 48 or 26.82 per cent of the male and female subjects were reported as being widowed or widower, respectively; none of the male personnel and six or 3.26 per cent of the female subjects were reported as being divorced; 10 or 5.44 per cent of the female subjects were reported as

TABLE 5

DISTRIBUTION OF THE EARLY ENVIRONMENTS OF THE EDUCATIONAL  
PERSONNEL BY SEX IN THE NEGRO PUBLIC ELEMENTARY  
SCHOOLS OF BIBB COUNTY, GEORGIA

Environments	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Open Country, Village, City, less than 2500 population	2	40.00	14	7.82	16	8.70
City, 2500-9999	0	0.00	10	5.59	10	5.44
City, 10,000- 99,999 population	2	40.00	152	83.91	154	83.69
Large City, 100,000 population and over	0	0.00	0	0.00	0	0.00
Total	5	100.00	179	100.00	184	100.00

being separated, whereas, 24 or 13.04 per cent of the personnel gave no answer to the item.

These data appeared to have indicated very stable marital lives among the parents of the personnel except when separated by death from their spouses. Again, the data indicated that a comparatively few of the parents of the personnel were divorced, fewer separated, and a minimum remarried.

Early Environments of Personnel.--The data on the early environment of the educational personnel in the Negro public elementary schools of

Bibb County, Georgia, are presented in Table 5, which revealed the types of communities in which the educators were reared.

Of the total 16 or 8.70 per cent, 2 or 40.00 per cent and 14 or 7.82 per cent of the male and female personnel, respectively, were reared in the open country, village or city of less than 2500 population; of 10 or 5.44 per cent: none of the male personnel and 10 or 5.69 per cent of the female personnel were reared in cities of 2500-9999 population; of one hundred and fifty-four or 83.69 per cent: 2 or 40.00 per cent and 152 or 83.91 per cent of the male and female personnel, respectively, were reared in cities of 10,000-99,999 population, and of 4 or 2.17 per cent of the personnel: 1 or 20.00 per cent and 3 or 1.68 per cent of the male and female personnel, respectively, were reared in large cities of 100,000 population and over.

These data indicated that the members of the educational personnel of Bibb County, Georgia were reared mostly in urban communities, judging from the overwhelming majority of 154 or 83.69 per cent of the subjects represented with such environments. However, a cross-section of all community areas were found among the total personnel.

Religious Preference of the Educational Personnel.--The data concerned with the religious preference of the educational personnel of the Negro elementary schools of Bibb County are presented in Table 6, and explained and analysed as follows:

None of the male personnel and 10 or 5.44 per cent of the female personnel were Roman Catholics; of the 6 or 2.79 per cent of the subjects: 1 or 20.00 per cent and 5 or 2.79 per cent, male and female personnel, respectively, were Presbyterians; whereas, none of the male

TABLE 6

DISTRIBUTION OF THE RELIGIOUS PREFERENCE OF THE EDUCATIONAL PERSONNEL  
IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF  
BIBB COUNTY, GEORGIA, 1953-1954

Religious Faith	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Roman Catholic	0	0	10	5.58	10	5.44
Presbyterian	1	20.00	5	2.79	6	3.26
Episcopal	0	0.00	2	1.12	2	1.09
Congregational	0	0.00	2	1.12	2	1.09
Seven Day Adventist	0	0.00	1	0.56	1	0.54
Methodist	2	40.00	72	40.23	74	40.22
Baptist	2	40.00	86	48.04	88	47.82
Church of God	0	0.00	1	0.56	1	0.54
Total	5	100.00	179	100.00	184	100.00

personnel and 5 or 2.27 per cent of the female elementary school subjects were Episcopalians, Congregationalists, and Seven Day Adventists, respectively. Of the 74 or 40.22 per cent: 2 or 40.00 per cent and 72 or 40.23 per cent of the male and female subjects, respectively, were Methodists; of the 88 or 47.82 per cent of the personnel: 2 or 40.00 per cent and 86 or 48.04 per cent of the male and female subjects were Baptists; whereas, 1 or .54 per cent of the female personnel were communicants of the Church of God in Christ.

These data appeared to have indicated that the Bibb County elementary

school personnel had high regards for religious ethics and moral values from the 184 church communicants represented in various faiths of 8 categories; however, the data indicated that the Methodist and Baptist Churches were the choices of the masses of both the male and female personnel, respectively, who reported any church affiliations.

Religious Preference of the Parents of Personnel.--The data on the religious preference of the parents of the 184 subjects of the Bibb County elementary school system are presented in Table 7, which are categorized as male, female, total, and grand total, respectively.

Male personnel: The data revealed that none of the fathers or mothers of the 5 male personnel indicated religious preference for the Catholic, the Presbyterian, or the Congregational Churches, nor the Episcopal, the Seventh Day Adventist, or the Primitive Baptist Churches. Three or 60 per cent of both the fathers and the mothers of the male personnel preferred the Methodist Church, whereas, 2 or 40.00 per cent of both the fathers and the mothers of the male personnel preferred the Baptist Church.

Female personnel: Of the 179 female personnel reporting, 11 or 6.15 per cent of the fathers of the female personnel: 5 or 2.79 per cent; 3 or 1.68 per cent; 2 or 1.12 per cent and 1 or .56 per cent of these fathers preferred the Catholic, the Presbyterian, the Episcopal and the Congregational Churches, respectively. Of 14 or 7.82 per cent of the mothers of the female personnel, 6 or 3.35 per cent; 5 or 2.79 per cent; two or 1.12 per cent and 1 or .56 per cent of these mothers preferred the Catholic, the Presbyterian, the Episcopalian and the Congregational Churches, respectively. Seventy-eight or 43.57 per cent and 84 or 46.93

TABLE 7

DISTRIBUTION OF THE RELIGIOUS PREFERENCE OF THE PARENTS OF THE EDUCATIONAL PERSONNEL  
IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Religious Preference	Male				Female				Total				Grand Total	
	Fathers		Mothers		Fathers		Mothers		Fathers		Mothers		Parents	
	Per		Per		Per		Per		Per		Per		Per	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
Catholic	0	0.00	0	0.00	5	2.79	6	3.35	5	2.72	6	3.26	11	2.99
Presbyterian	0	0.00	0	0.00	3	1.68	5	2.79	3	1.63	5	2.72	8	2.18
Episcopalian	0	0.00	0	0.00	2	1.12	2	1.12	2	1.09	2	1.09	4	1.09
Congregational	0	0.00	1	0.56	1	0.56	1	0.54	1	0.54	1	0.54	2	0.54
Methodist	3	60.00	3	60.00	78	43.57	72	40.22	81	43.93	75	40.76	156	42.39
Baptist	2	40.00	2	40.00	84	46.93	87	48.60	86	46.84	89	48.37	175	47.35
Seven Day Adventist	0	0.00	0	0.00	1	0.56	2	1.12	1	0.54	2	1.09	3	0.82
Primitive Baptist	0	0.00	0	0.00	1	0.56	1	0.56	1	0.54	1	0.54	2	0.54
No Answer	0	0.00	0	0.00	4	2.23	3	1.68	4	2.17	3	1.63	7	1.90
Total	5	100.00	5	100.00	179	100.00	184	100.00	184	100.00	184	100.00	368	100.00

per cent of the fathers of the female personnel were Methodist and Baptists, respectively, whereas, 72 or 43.57 per cent and 87 or 48.60 per cent of the mothers of the female personnel were Methodists and Baptists, respectively. Two or 1.16 per cent and 3 or 1.68 per cent of the fathers and mothers of the female personnel were Seventh Day Adventists and Primitive Baptists, respectively. Seven or 1.90 per cent made no reply to this item on the questionnaire.

It might be said of the parents of the Negro elementary school personnel that the masses of them (156 or 42.39 per cent and 175 or 47.55 per cent of the parents) were Methodist and Baptists, whereas, only 30 or 8.16 per cent of the parents preferred and were communicants of the combined Faiths of the six remaining categories.

Extent of Church Memberships of Personnel.---The data on the extent of the church memberships of the educational personnel of the Bibb County Negro elementary schools are presented in Table 8, which indicated the following affiliations.

Of the total 184 educational subjects, 162 or 88.04 per cent; 4 or 80.00 per cent and 158 or 88.26 per cent of the male and female personnel, respectively, were church members; whereas, 22 or 11.96 per cent: one or 20.00 per cent and 21 or 11.73 per cent of the subjects made no reply to this questionnaire item.

Extent of Church Memberships of Parents of Personnel.---The data concerned with the extent of church memberships of the parents of educators in the Negro public elementary schools of Bibb County, Georgia, are presented in Table 9, which were categorized as male, female, total and total parents, respectively.

TABLE 8

DISTRIBUTION OF THE EXTENT OF CHURCH MEMBERSHIPS OF THE EDUCATIONAL  
PERSONNEL BY SEX IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF  
BIBB COUNTY, GEORGIA, 1953-1954

Memberships	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Church Members	4	80.00	158	88.26	162	88.04
No Answers	1	20.00	21	11.73	22	11.96
Total	5	100.00	179	99.99	184	100.00

The data revealed that of the 184 subjects reporting for the church memberships of their fathers and mothers, respectively, 313 or 85.05 per cent of the total parents of the personnel were church members: 148 or 80.43 per cent and 165 or 89.67 per cent of the total fathers and mothers of the total personnel, being all of the fathers and mothers of the male personnel and 143 or 89.89 per cent and 160 or 89.39 per cent of the fathers and mothers, respectively, of the female personnel.

Comparable with other data, it appeared that the Bibb County Negro elementary personnel and their parents had high senses of regard for religious principles among them as evidenced by the vast majority of them who indicated active church membership.

Church Attendance of the Educational Personnel.--Table 10, shows the frequency of church attendance of the Negro elementary school personnel of Bibb County, Georgia. The frequency of church attendance was characterized by monthly, bi-monthly, tri-monthly, weekly, bi-weekly,



TABLE 9

DISTRIBUTION OF THE EXTENT OF CHURCH MEMBERSHIPS OF THE PARENTS OF THE EDUCATIONAL PERSONNEL  
IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Memberships	Male				Female				Total		Total Parents			
	Fathers		Mothers		Fathers		Mothers		Fathers		Mothers		Parents	
	Per		Per		Per		Per		Per		Per		Per	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
Church Members	5	100.00	5	100.00	143	79.39	160	89.39	148	80.33	165	89.67	313	85.05
No Answer	0	0.00	0	0.00	36	20.11	19	10.61	36	19.57	19	10.33	55	14.95
Total	5	100.00	5	100.00	179	100.00	179	100.00	184	100.00	184	100.00	368	100.00

TABLE 10

DISTRIBUTION OF THE CHURCH ATTENDANCE FREQUENCY OF THE EDUCATIONAL  
PERSONNEL BY SEX IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF  
BIBB COUNTY, GEORGIA, 1953-1954

Church Attendance	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Monthly	1	20.00	7	3.91	8	4.34
Bi-monthly	1	20.00	22	12.29	23	12.50
Tri-monthly	1	20.00	14	7.82	15	8.15
Every Sunday	2	40.00	111	62.95	113	61.43
Bi-weekly	0	0.00	12	6.70	12	6.52
Tri-weekly	0	0.00	4	2.23	4	2.17
No Answers Given	0	0.00	9	4.10	9	4.89
Total	5	100.00	179	100.00	184	100.00

and tri-weekly presence and was indicated as follows:

Of the monthly, bi-monthly, and tri-monthly attendance categories comprising 46 or 24.32 per cent of the subjects, 8 or 4.34 per cent of the personnel attended church monthly, 23 or 12.50 per cent of the subjects attended church bi-monthly; and 15 or 8.15 per cent of the personnel attended church tri-monthly. Of the weekly or every Sunday, bi-weekly and tri-weekly attendance categories totaling to 129 or 70.12 per cent of the subjects, 113 or 61.43 per cent of the personnel attended church every Sunday, 12 or 6.52 per cent of the subjects attended church bi-weekly and 4 or 2.17 per cent of the subjects attended church tri-

weekly. Nine or 4.89 per cent of the personnel made no reply to this item on the questionnaire.

These data indicated that the educational personnel of Bibb County, Georgia, attended church for the most part in the following descending order: every Sunday; bi-monthly; tri-monthly; bi-weekly, monthly; and tri-weekly, respectively, whereas, the overwhelming majority of the personnel attended church more every Sunday.

Church Attendance Frequency of Parents of Personnel.--The data concerned with frequency of church attendance by the parents of the educational personnel are presented in Table 11, and clarified in the following paragraphs.

Of the monthly, bi-monthly, and tri-monthly attendance categories comprising 40 or 21.74 per cent of the personnel, 16 or 8.70 per cent of the personnel reported parents who attended church monthly; 15 or 8.15 per cent of the personnel reported parents who attended church bi-monthly; 9 or 4.89 per cent of the personnel reported parents who attended church tri-monthly. Of 117 or 63.59 per cent of the subjects, five or 100 per cent and 112 or 64.42 percent of the male and female personnel, respectively, reported parents who attended church every Sunday.

One or .56 per cent of the female personnel reported parents who attended church every "Sabbath" (Saturday) for the Seventh Day Adventist Church.

Again, of the bi-weekly, tri-weekly, and occasionally attendance categories comprising 15 or 8.15 per cent of the subjects, 9 or 4.89 per cent of the parents of the female subjects were reported to have

TABLE 11

DISTRIBUTION OF THE CHURCH ATTENDANCE FREQUENCY OF THE PARENTS OF THE  
EDUCATIONAL PERSONNEL IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS  
OF BIBB COUNTY, GEORGIA, 1953-1954

Church Attendance	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Monthly	0	0.00	16	8.94	16	8.70
Bi-monthly	0	0.00	15	8.37	15	8.15
Tri-monthly	0	0.00	9	4.10	9	4.89
Every Sunday	5	100.00	112	64.42	117	63.59
Each Sabbath	0	0.00	1	0.56	1	0.54
Bi-weekly	0	0.00	9	4.10	9	4.89
Tri-weekly	0	0.00	3	1.68	3	1.63
Occasionally	0	0.00	3	1.68	3	1.63
No Answer	0	0.00	11	6.15	11	5.98
Total	5	100.00	179	100.00	184	100.00

attended church bi-weekly; 3 or 1.63 per cent of the parents of the female subjects were reported to have attended church tri-weekly and occasionally, respectively. Eleven or 5.98 per cent of the personnel gave no reply to the questionnaire item.

These data appeared to have indicated, as in the case of the personnel themselves, that the parents attended church most regularly, every Sunday, by an overwhelming majority, whereas, there was an attendance distribution of from 1 to 3 to 9 to 15 to 16 in the other

seven categories for the parents of the educational personnel.

Church Offices Held by Teachers.--The data pertaining to the church offices held by the educational subjects of Bibb County, Georgia, are presented in Table 12, which indicated the facts which follow.

Of the 184 subjects reporting, 162 offices for the personnel were represented among them, distributed as follows: of the 14 or 8.65 per cent of the offices reported, comprising deacons, deaconesses, stewards, and stewardesses, 1 or 16.67 per cent and 13 or 8.34 per cent of these church offices were held by male and female personnel, respectively. Of 6 or 3.71 per cent of the reported offices comprising mother and Trustee Boards, 1 or 16.67 per cent of the male personnel was a Trustee; whereas, 5 or 3.20 per cent of the female personnel were on the mother-board and Trustee Boards, respectively. Forty-eight or 29.63 per cent of the church offices comprising the music department, such as Choir members, pianists, and choir directors, were held by the female elementary school personnel. Of the 41 or 26.93 per cent of the secretaries, presidents, treasurers, clerks, and chairmen of auxiliaries, one or 16.67 per cent of the male personnel was a secretary and a clerk of the church respectively, whereas, 39 or 26.93 per cent of these church offices were held by the female elementary school personnel. Thirty-nine or 24.07 per cent; 2 or 33.33 per cent and 37 or 23.07 per cent of the church offices held by the male and female personnel, were in the capacities of superintendents, and teachers of the Sunday School, respectively; whereas, 13 or 8.03 per cent of the church offices held by the female personnel represented class leaders, leaders of the Young People's Department, or usherettes, respectively.

TABLE 12

DISTRIBUTION OF THE CHURCH OFFICES HELD BY THE EDUCATIONAL PERSONNEL  
BY SEX IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF  
BIBB COUNTY, GEORGIA, 1953-1954

Church Offices Held	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Deacon	0	0.00	1	0.64	1	0.62
Deaconess	0	0.00	6	3.85	6	3.70
Steward	1	16.67	1	0.64	2	1.24
Stewardess	0	0.00	5	3.21	5	3.09
Chairman Mother Board	0	0.00	2	1.28	2	1.24
Trustee	1	16.67	3	1.92	4	2.47
Choir Member	0	0.00	39	25.00	39	24.07
Pianist	0	0.00	8	5.13	8	4.94
Choir Director	0	0.00	1	0.64	1	0.62
Secretary of Auxilliaris	1	16.67	11	7.05	12	7.41
President of Auxilliaris	0	0.00	19	12.18	19	11.72
Treasurer, Chairman	0	0.00	1	0.64	1	0.62
Treasurer, Auxilliaris	0	0.00	4	2.56	4	2.47
Superintendent of Sunday School	2	33.33	1	0.64	3	1.85
Teacher of the Sunday School	0	0.00	36	23.08	36	22.22
Class Leaders	0	0.00	7	4.42	7	4.32
Leaders of Young People Department	0	0.00	5	3.21	5	3.09
Chairmen of Auxilliaris	0	0.00	1	0.64	1	0.62
Usherette	0	0.00	1	0.64	1	0.62
Clerk of Church	1	16.67	4	2.56	5	3.09
Total	6	100.00	156	99.93	162	100.00

These data suggested that the Negro elementary school personnel of Bibb County, Georgia, did more than work with humanity through the schools but through varied church activities as well in attempting to make ethical contributions to youth and society; that the teachers of the county displayed more than mere church memberships but accepted various offices which provided many wholesome contacts with people in dealing with human relationships, and lastly, that the teachers were doing more than they were being paid to do.

Church Offices Held by Parents of Personnel.--The data pertaining to the church offices held by the parents of the 184 educational subjects reporting in the study are presented in Table 13, and are explained in this section.

Because of the numerous church offices held by the 335 or 91.03 per cent of the total 368 parents of the total educational subjects reporting in the study, these data have been organized into convenient groupings, namely: subordinates; spiritual advisors; pastors; financial and recording agents; Sunday School; music ministry, and miscellaneous, in that order. Of the total subordinates, 56 or 16.73 per cent: 16 or 4.78 per cent of the parents of the female personnel were presidents of auxiliaries; 30 or 8.96 per cent: 1 or 11.11 per cent and 29 or 18.93 per cent, mother of the male subjects and parents of the female subjects, respectively, were class leaders, and 10 or 2.99 per cent, parents of the female personnel, were secretaries of auxiliaries of the church.

Of the 156 or 46.58 per cent of the parents of the personnel who were spiritual advisors; 15 or 4.48 per cent, mothers of the female subjects, were mother-board chairmen; 54 or 16.12 per cent of the

TABLE 13

DISTRIBUTION OF THE CHURCH OFFICES HELD BY THE PARENTS OF THE EDUCATIONAL PERSONNEL IN THE NEGRO  
PUBLIC ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Church Offices Held By Parents	Male				Female				Total	
	Father		Mother		Father		Mother		Parents	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
President of										
Auxiliaries	0	0.00	0	0.00	4	2.74	12	6.82	16	4.78
Class Leader	0	0.00	1	11.11	21	14.38	8	4.55	30	8.96
Secretary of										
Auxiliaries	0	0.00	0	0.00	2	1.37	8	4.55	10	2.99
Deacon	1	25.00	1	11.11	44	30.14	8	4.55	54	16.12
Mother Board										
Chairmen	0	0.00	0	0.00	0	0.00	15	8.52	15	4.48
Deaconess	0	0.00	0	0.00	0	0.00	30	17.05	30	8.96
Steward	2	50.00	3	33.33	20	13.70	2	1.14	27	8.06
Stewardess	0	0.00	0	0.00	0	0.00	28	15.91	28	8.36
Dorcas	0	0.00	0	0.00	1	0.69	0	0.00	1	0.30
Senior Warden	0	0.00	0	0.00	1	0.69	0	0.00	1	0.30
Minister	0	0.00	0	0.00	4	2.74	0	0.00	4	1.19
Pastor	1	25.00	0	0.00	4	2.74	0	0.00	5	1.49
Elder	0	0.00	0	0.00	1	0.69	0	0.00	1	0.30
Treasurer of Church	0	0.00	0	0.00	6	4.11	5	2.84	11	3.28
Treasurer of										
Auxiliary	0	0.00	1	11.11	2	1.37	8	4.55	11	3.28
Clerk of Church	0	0.00	1	11.11	9	6.16	3	1.70	13	3.88
Choir Member	0	0.00	1	11.11	10	6.85	22	12.50	33	9.85
Pianist	0	0.00	0	0.00	1	0.69	2	1.14	3	0.90
Supt. of Sunday School	0	0.00	1	11.11	8	5.48	2	1.14	11	3.28
Teachers of Sunday										
School	0	0.00	0	0.00	8	5.48	19	10.80	27	8.06
Missionary Leaders	0	0.00	0	0.00	0	0.00	4	2.27	4	1.19
Total	4	100.00	9	99.99	146	100.00	176	100.00	335	100.00



parents of the male and female subjects were deacons; 30 or 8.96 per cent of the mothers of the female subjects were deaconesses; 27 or 8.06 per cent, parents of both the male and female personnel, were stewards; 28 or 8.36 per cent, mothers of the female personnel, were stewardesses and 1 or .30 per cent of the fathers of the female personnel were dorcas and senior warden, respectively, whereas, 4 or 1.19 per cent of the mothers of the female personnel were missionary leaders.

Of the total 10 or 2.98 per cent of the parents of the personnel who were ministers: 4 or 1.19 per cent, fathers of the female subjects, were ministers; 5 or 1.49 per cent of the fathers of the male and female personnel were pastors, and 1 or .30 per cent, father of a female personnel, was an Elder.

Of the 35 or 10.44 per cent of the parents who were keepers of finance or records, 11 or 3.28 per cent were treasurers of the Church auxiliaries of the church and churches, respectively; whereas, 13 or 3.88 per cent of the parents were clerks of the church. Of the total 38 or 11.34 per cent of the parents who were Sunday School workers, 11 or 3.28 per cent of the parents of the male and female personnel were superintendents of the Sunday School, whereas, 27 or 8.06 per cent of the parents of the female personnel were teachers of the Sunday School. Of the 36 or 10.75 per cent of the parents who were administrators of church music, 33 or 9.85 per cent of the subjects were choir members, whereas, three or .90 per cent were pianists for the church.

These data appeared to have indicated that the 184 educational subjects of the study were offsprings of parents who were not only church members but church workers in the various departments of an old and

established organization with high religious principles and moral values.

Family Pattern of Educational Personnel.---The data on the family pattern of the educational personnel in the Negro public elementary schools of Bibb County, Georgia, categorized as male, female, total and grand total, respectively, are presented in Table 14, and explained herewith.

Of the total 184 fathers of the educational personnel who were reported for in the study, 4 or 2.17 per cent and 119 or 64.67 per cent of the fathers of the male and female personnel, respectively, for a total of 123 or 66.85 per cent of the fathers were reported as deceased; whereas, 1 or .54 per cent and 60 or 32.61 per cent of the fathers of the male and female personnel, respectively, for a total of 61 or 33.15 per cent of the fathers were indicated to be living.

Of the total 184 mothers of the educational personnel who were reported for in the study, 3 or 1.63 per cent and 85 or 46.20 per cent of mothers of the male and female personnel, respectively, for a total 88 or 47.83 per cent of the mothers were reported as deceased; whereas, 2 or 1.09 per cent and 94 or 51.09 per cent of the mothers of the male and female personnel, respectively, for a total of 96 or 52.17 per cent of the mothers were indicated to be living.

Of the 43 Bibb County personnel who reported as having one sibling each in the family, none of the male personnel reported a sibling living or deceased; whereas, 35 or 81.40 per cent and 8 or 18.60 per cent of siblings, living and dead, respectively, were reported for the female personnel. Of the 18 personnel who indicated having 2 siblings

TABLE 14

DISTRIBUTION OF THE FAMILY PATTERN OF THE EDUCATIONAL PERSONNEL BY SEX IN THE NEGRO  
PUBLIC ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Members of Family		Male				Female				Total				Total Family Members	
		Living		Deceased		Living		Deceased		Living		Deceased		No.	Per Cent
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
Father		1	0.54	4	2.17	60	32.61	119	64.67	61	33.15	123	66.85	184	100
Mother		2	1.09	3	1.63	94	51.09	85	46.20	96	52.17	88	47.83	184	100
Siblings	1	0	0.00	0	0.00	35	81.40	8	18.60	35	81.40	8	18.60	43	100
	2	1	5.56	0	0.00	17	94.44	0	0.00	18	100.00	0	0.00	18	100
	3	0	0.00	0	0.00	7	100.00	0	0.00	7	100.00	0	0.00	7	100
	4	0	0.00	0	0.00	2	100.00	0	0.00	2	100.00	0	0.00	2	100
	5	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00	0	0.00	1	100
Sisters	1	0	0.00	0	0.00	44	64.71	24	35.29	44	64.71	24	35.29	68	100
	2	1	2.27	0	0.00	32	72.73	11	25.00	33	75.00	11	25.00	44	100
	3	0	0.00	0	0.00	21	91.30	2	8.70	21	91.30	2	8.70	23	100
	4	0	0.00	0	0.00	14	93.33	1	6.67	14	93.33	1	6.67	15	100
	5	0	0.00	0	0.00	7	100.00	0	0.00	7	100.00	0	0.00	7	100
	6	0	0.00	0	0.00	3	100.00	0	0.00	3	100.00	0	0.00	3	100
Brothers	1	0	0.00	0	0.00	40	48.78	42	51.22	40	48.78	42	51.22	82	100
	2	0	0.00	0	0.00	30	78.95	8	21.05	30	78.95	8	21.05	38	100
	3	0	0.00	0	0.00	17	100.00	0	0.00	17	100.00	0	0.00	17	100
	4	0	0.00	0	0.00	8	80.00	2	20.00	8	80.00	2	20.00	10	100
	5	0	0.00	0	0.00	5	100.00	0	0.00	5	100.00	0	0.00	5	100
	6	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00	1	100
	7	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00	0	0.00	1	100
	8	0	0.00	0	0.00	2	66.67	1	33.33	2	66.67	1	33.33	3	100
Other Adults		0	0.00	0	0.00	32	45.71	38	54.30	32	45.71	38	54.30	70	100
Total		5	0.61	7	0.85	472	57.14	342	41.40	477	57.75	349	42.25	826	100

each in the family, 1 or .56 per cent and 17 or 94.44 per cent of the male and female personnel each reported having 2 living siblings; whereas, none of the personnel reported deceased siblings in this category. Of the 7 teachers who reported 3 siblings each in this group; whereas, the female personnel reported 7 or 100 per cent living siblings in this category. Again, of the 2 subjects who reported 4 siblings each in the family, none of the male personnel and 2 or 100 per cent living siblings were reported for the female personnel; whereas, none of the male nor female teachers indicated a deceased sibling in this category.

Further, of the 160 personnel who reported having from 1-6 sisters each in their respective families, only one male subject was represented, that one reporting 2 living sisters, respectively; whereas, the female personnel indicated as follows: 68 female teachers indicated 1 sister each in family, 44 of whom were living and 24 deceased; 44 female teachers had 3 sisters each in family, 21 of whom were living and 2 deceased; 15 female teachers had 4 sisters each in family, 14 of whom were living and 1 deceased; 7 female teachers each and had 5 living sisters and 3 teachers had 6 living sisters each and none deceased, respectively, in their families.

Of the 157 personnel who reported having from 1-8 brothers in their respective families, no male subject indicated any brother in family; whereas, the female personnel indicated as follows: 82 female teachers each had one brother in family: 40 living and 42 deceased; 38 female teachers each indicated 2 brothers in family: 30 living and 8 deceased; seventeen female teachers each indicated 3 brothers in family: all living. Again, 10 female teachers each indicated 4 brothers in family:

eight living and 2 deceased; 5 female teachers each indicated 5 brothers in family: all living; one female teacher indicated 6 brothers in family: all deceased; one teacher had 7 living brothers, and 3 teachers each had 8 brothers in family; 2 living and one deceased. Seventy of the female personnel indicated other adults composing their family groups, totaling 32 living and 38 adults as deceased.

These data appeared to have indicated that the majority of the fathers of the total personnel of the Negro elementary school system were deceased, whereas, the majority of the mothers of the total personnel were living. It can be noted, however, that the majority of the mothers of the comparatively small number of male personnel were deceased. The general family pattern of the educational personnel might be termed as "average" since the highest frequencies of siblings, sisters and brothers fell among the one, two, three, or four persons categories in each instance. Lastly, it might be noted that all siblings of the Bibb County personnel were living, and that only one male subject had either siblings or sisters, living or dead, with no other family members indicated in any of the remaining categories.

Domiciliary Status of Parents of Personnel.--The data on the domiciliary status of the parents of the Negro educational personnel in the Bibb County elementary schools are presented in Table 15. Domiciliary status in these data referred to tenants or non-tenants and the possession of property, whether occupied or rented.

The data indicated that of 12 or 6.52 per cent of the total personnel reporting, none of the male subjects and 12 or 6.70 per cent of the female subjects were renters. Of the home ownership categories, 111 or

TABLE 15

DISTRIBUTION OF THE DOMICILIARY STATUS OF THE PARENTS OF THE  
EDUCATIONAL PERSONNEL IN THE NEGRO PUBLIC ELEMENTARY  
SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Home Status	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Renters	0	0.00	12	6.70	12	6.52
Home Owners	4	75.00	107	59.77	111	60.33
Own Home, Rent Property	0	0.00	31	17.32	31	16.84
Own Home & Farm	1	25.00	7	3.91	8	4.34
Own Home, Rent Farm	0	0.00	3	1.68	3	1.63
Own Home and Business	0	0.00	11	6.15	11	5.98
No Answer Given	0	0.00	8	4.46	8	4.34
Total	5	100.00	179	99.99	184	99.98

60.35 per cent of the parents: 4 or 25 per cent of the male subjects and 107 or 59.77 per cent of the female personnel indicated that their parents were home owners; that of 31 or 16.33 per cent of the personnel; none of the male subjects and 31 or 17.32 per cent of the female personnel reported that their parents owned home and rented property; that of the 8 or 4.34 per cent of the personnel: 1 or 25 per cent of the male personnel and 7 or 3.91 per cent of the female personnel indicated that their parents owned home and farm. None of the male subjects and 3 or 1.63 per cent and 11 or 5.98 per cent of the female subjects,

respectively, owned home and rent farm or owned home and business; whereas, 8 or 4.34 per cent of the personnel indicated no answer as to the status of parents.

The data appeared to indicate that the vast majority of the parents of the Negro educational personnel in the public school system of Bibb County, Georgia, were home owners; that a large number of these educators either owned home and rented property, owned home and farm, owned home and rented farm or owned home and business.

Degree of Family Employment of Personnel.--The data pertaining to the degree of family employment of the educational personnel in the Bibb County Negro public elementary schools are presented in Table 16, and clarified in the subsequent paragraphs.

Because of the numbers of family members employed among the personnel of the county convenient groupings were made and categorized as fathers, mothers, sisters, brothers, children, military service, and others, as employed regularly, occasionally, never, and total, respectively, to facilitate statistical analysis of the data.

It was revealed that the total number of family members represented by the personnel reporting were 489, comprising fathers, mothers, sisters, brothers, children, those in military service and "others," who were employed "regularly," "occasionally," and "never." Ninety-five or 61.30 per cent of the parents of the male and female personnel were employed regularly: 22 or 14.19 per cent of the parents of the male and female personnel were employed occasionally, and 38 or 24.50 per cent of them never employed.

Again, 91 or 60.25 per cent of the 161 sisters of the male and female

TABLE 16

DISTRIBUTION OF EXTENT OF EMPLOYMENT FOR FAMILIES OF EDUCATIONAL PERSONNEL IN THE NEGRO  
PUBLIC ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Family Members Employed	DEGREE OF EMPLOYMENT												Total	
	Regularly				Occasionally				Never					
	Male		Female		Male		Female		Male		Female			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Fathers	1	1.47	45	55.18	0	0.00	9	13.24	0	0.00	13	19.12	68	100.00
Mothers	0	0.00	49	56.32	0	0.00	13	14.94	2	2.31	23	26.44	87	100.00
Total	1	0.65	94	60.65	0	0.00	22	14.19	2	1.27	36	23.23	155	99.99
Sisters														
1.	0	0.00	59	56.19	0	0.00	24	22.86	2	1.90	20	19.05	105	100.00
2.	3	7.14	22	52.38	0	0.00	10	23.81	0	0.00	7	16.67	42	100.00
3.	3	42.86	4	57.14	0	0.00	0	0.00	0	0.00	0	0.00	7	100.00
4 or Above	0	0.00	6	85.71	0	0.00	0	0.00	0	0.00	1	14.29	7	100.00
Total	6	3.73	91	56.52	0	0.00	34	21.12	2	1.24	28	17.39	161	100.00
Brothers														
1.	1	1.49	47	70.15	0	0.00	12	17.91	0	0.00	7	10.44	67	100.00
2.	1	3.23	24	77.41	0	0.00	2	6.45	0	0.00	4	12.90	31	99.99
3.	0	0.00	7		0	0.00	0	0.00	0	0.00	0	0.00	7	100.00
4 or Above	0	0.00	9		0	0.00	0	0.00	0	0.00	0	0.00	9	100.00
Total	2	1.75	87	76.32	0	0.00	14	12.29	0	0.00	11	9.65	114	100.00
Children	0	0.00	4		0	0.00	0	0.00	0	0.00	0	0.00	4	100.00
Total	0	0.00	4	100.00	0	0.00	0	0.00	0	0.00	0	0.00	4	100.00
Military Service	0	0.00	35		0	0.00	0	0.00	0	0.00	0	0.00	35	100.00
Others	3	15.00	10	50.00	0	0.00	3	15.00	1	5.00	3	15.00	20	100.00
Total	12	2.45	321	65.64	0	0.00	73	14.93	5	1.02	78	15.95	489	99.99



personnel who were reported for employed regularly: none of the sisters of the male subjects and 34 or 21.12 per cent of the sisters of the female personnel were employed occasionally, whereas, 30 or 18.63 per cent of the sisters of the male and female personnel were never employed. Eighty-nine or 78.07 per cent of the 114 brothers of the male and female personnel who were reported for were employed regularly; none of the brothers of the male subjects were employed occasionally, whereas, none of the male subjects and 11 or 9.65 per cent of the female subjects were never employed.

Four children were reported for on this item of the questionnaire and these were indicated as being of the female personnel and employed regularly. Further, 35 or 100 per cent of the family members represented in the category of military service were indicated as being employed regularly, whereas, 13 or 65 per cent of other members of families of the male and female personnel were indicated to be regularly employed; none of the "other" male subjects and 73 or 14.93 per cent of the "other" female subjects were indicated as being occasionally employed, and 83 or 16.97 per cent of the "other" family members of the male and female personnel were indicated to be never employed.

It appeared that likely the fathers of the educational personnel who were never employed could have been among the aged or "health-failed" individuals; whereas, the unemployed mothers could have been classed as housewives, aged, or health retarded persons. The never employed sisters, brothers, or children, might be surmised as being either too young, too old, health retarded, or mentally incapacitated, since they were indicated in the never employed categories.

Types of Occupations of Parents.---Table 17, revealed the types of occupations engaged in by the parents of the educational personnel of Bibb County, Georgia. Because of the numerous occupational categories, the data were put into large groupings, namely: professions; farmers; clerical workers; craftsmen; common laborers, and domestic workers to facilitate a more convenient statistical analysis of the data.

There were 368 parents of the educational personnel of Bibb County reported for on this item. Of the 53 or 21.12 per cent of the parents who were engaged in the indicated types of professions, 15 or 4.08 per cent of the fathers of the male and female personnel were teachers or principals; 1 or .27 per cent, a mother of a female personnel and 1 or .27 per cent, father of a female personnel, were a musician and mortician, respectively; 10 or 2.72 per cent of the parents were dentists or nurses, and 6 or 1.63 per cent of the fathers of the female who were barbers.

There were 27 or 7.34 per cent of the parents of the male and female personnel who were farmers or farm helpers. There was none of the parents of the male subjects and 10 or 2.72 per cent of the parents of the female subjects who were engaged in clerical services such as postal clerks, postmen, other civil servicers, and insurance agents. There were 27 or 7.34 per cent of the fathers of the male and female personnel who engaged in such crafts as carpenters or construction contractors, brick masons or cement finishers, and electricians. Further, there was none of the parents of the male subjects and 48 or 13.04 per cent of the total female personnel who were engaged in such occupations conveniently classified as common laborers such as railroad workers;

TABLE 17

DISTRIBUTION OF THE TYPES OF OCCUPATIONS OF PARENTS OF THE EDUCATIONAL PERSONNEL BY  
SEX IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Occupations of Parents	Male				Female				Total				Total Parents	
	Fathers		Mothers		Fathers		Mothers		Fathers		Mothers		No.	Per Cent
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent				
Ministers	1	20.00	0	0.00	14	7.82	0	0.00	15	8.15	0	0.00	15	4.08
Teachers or Prin.	0	0.00	1	20.00	4	2.23	25	13.97	4	2.17	26	14.13	30	8.15
Musicians	0	0.00	0	0.00	0	0.00	1	0.56	0	0.00	1	0.54	1	0.27
Morticians	0	0.00	0	0.00	1	0.56	0	0.00	1	0.54	0	0.00	1	0.27
Dentists or Nurse	0	0.00	0	0.00	1	0.56	9	5.02	1	0.54	9	4.89	10	2.72
Farmer or Helper	1	20.00	0	0.00	22	12.29	4	2.23	23	12.50	4	2.17	27	7.34
Barbers	0	0.00	0	0.00	6	3.35	0	0.00	6	3.26	0	0.00	6	1.63
Civil Service	0	0.00	0	0.00	7	3.91	0	0.00	7	3.80	0	0.00	7	1.90
Clothiers, Tailors	0	0.00	0	0.00	2	1.12	0	0.00	2	1.09	0	0.00	2	0.54
Businesses	0	0.00	0	0.00	7	3.91	4	2.23	7	3.80	4	2.17	11	2.99
Carpenters, Constrn.	1	20.00	0	0.00	19	10.61	0	0.00	20	10.87	0	0.00	20	5.45
Tailors, Seamstresses	0	0.00	0	0.00	1	0.56	10	5.59	1	0.54	10	5.43	11	2.99
Electricians	0	0.00	0	0.00	1	0.56	0	0.00	1	0.54	0	0.00	1	0.27
Brick Masons	0	0.00	0	0.00	6	3.35	0	0.00	6	3.26	0	0.00	6	1.63
Janitors or Custodian	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Railroaders	0	0.00	0	0.00	27	15.08	0	0.00	27	14.67	0	0.00	27	7.34
Draymen	0	0.00	0	0.00	2	1.12	0	0.00	2	1.09	0	0.00	2	0.54
Laundry Services	0	0.00	0	0.00	2	1.12	6	3.35	2	1.09	6	3.26	8	2.17
Chauffeurs	0	0.00	0	0.00	6	3.35	0	0.00	6	3.26	0	0.00	6	1.63
Hotel Services	0	0.00	0	0.00	5	2.79	0	0.00	5	2.72	0	0.00	5	1.36
Domestics	0	0.00	0	0.00	8	4.47	32	17.88	8	4.35	32	17.39	40	10.87
Housewives	0	0.00	4	80.00	0	0.00	80	44.69	0	0.00	84	45.65	84	22.83
Insurance Agts.	0	0.00	0	0.00	3	1.68	0	0.00	3	1.63	0	0.00	3	0.82
Laborers (Unskill)	0	0.00	0	0.00	27	15.08	0	0.00	27	14.67	0	0.00	27	7.34
Laborers (Skilled)	2	40.00	0	0.00	7	3.91	1	0.56	9	4.89	1	0.54	10	2.72
Maid	0	0.00	0	0.00	0	0.00	3	1.68	0	0.00	3	1.63	3	0.82
Miscellaneous	0	0.00	0	0.00	1	0.56	4	2.23	1	0.54	4	2.17	5	1.36
Total	5	100.00	5	100.00	179	99.99	179	99.99	184	99.97	184	99.97	368	100.00

draymen; laundry servicers; chauffeurs, and hotel servicers.

In the occupational group identified as domestics and maids, there was none of the parents of the male personnel and 43 or 11.69 per cent of the parents of the female personnel who were engaged in these employment pursuits. Of the 84 parents of the educational personnel who were reported as housewives, logically, there was none of the fathers of the male and female personnel and 84 or 22.83 per cent of the mothers of the male and female personnel who were chiefly employed in their own homes and maintaining the home and directing the family activities.

To summarize the data in Table 17, if one considers the total 117 or 38.52 per cent of the parents of the educational personnel who were identified as professionals, farmers and farm helpers, craftsmen, and clerical workers, respectively, and which could be surmised as being in the so-called "middle-class" pursuits of labor, then one might be warranted in the assumption that better "classes" of the Negro population. This assumption is to be found to varying degrees in similar studies and based upon similar data found in this study.

Occupational Income of Parents of Personnel.--The data on the incomes of the parents of the 184 teachers and special educational workers of Bibb County, Georgia who were reporting in the study are presented in Table 18, which indicated the significant facts below.

Of the total 214 parents of the subjects who were reported gainfully employed, 90 or 42.06 per cent: 30 or 23.08 per cent and 60 or 71.43 per cent of the fathers and mothers respectively, of the male and female personnel were cited as earning less than \$100 per month. Of 38 or

TABLE 18

DISTRIBUTION OF THE OCCUPATIONAL INCOME OF PARENTS OF THE EDUCATIONAL PERSONNEL IN THE  
NEGRO PUBLIC ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Parents' Salary Range	Male				Female				Total		Total Parents			
	Father		Mother		Father		Mother		Father		Mother			
	Per		Per		Per		Per		Per		Per		Per	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
Less than \$100 monthly	1	33.33	1	100	29	22.83	59	71.08	30	23.08	60	71.43	90	42.06
\$101 Monthly	0	0.00	0	0.00	29	22.83	9	10.84	29	22.31	9	10.71	38	17.76
\$151 Monthly	1	33.33	0	0.00	20	15.75	7	8.43	21	16.15	7	8.33	28	13.08
\$201 Monthly	0	0.00	0	0.00	22	17.32	4	4.82	22	16.92	4	4.76	26	12.15
\$251 Monthly	1	33.33	0	0.00	14	11.02	3	3.61	15	11.54	3	3.57	18	8.41
\$301 Monthly	0	0.00	0	0.00	4	3.15	1	1.20	4	3.08	1	1.19	5	2.34
\$351 Monthly	0	0.00	0	0.00	5	3.94	0	0.00	5	3.85	0	0.00	5	2.34
\$401 Monthly	0	0.00	0	0.00	3	2.36	0	0.00	3	2.31	0	0.00	3	1.41
\$451 Monthly	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
\$501 Monthly	0	0.00	0	0.00	1	0.79	0	0.00	1	0.77	0	0.00	1	0.47
Total	3	99.99	1	100.00	127	99.99	83	99.98	130	100.00	84	99.99	214	100.00
Mean	\$100		\$100		\$182.19		\$106.93		\$182.04		\$106.45		\$152.37	
Median	\$100		\$100		\$159.98		85.66		\$160.84		85.50		\$109.94	

17.76 per cent of the parents: none of the parents of the male subjects and 29 or 22.31 per cent, and 9 or 10.71 per cent of the fathers and mothers of the female personnel respectively were cited as earning from \$101 to \$150 per month. Of the 26 or 13.08 per cent of the parents, 21 or 16.15 per cent and 7 or 8.33 per cent of the total fathers and mothers of the male and female personnel were cited as earning from \$151 to \$200 monthly.

Again, of the 26 or 12.15 per cent of the total parents, none of the parents of the male personnel and 22 or 16.92 per cent and 4 or 4.76 per cent of the mothers and fathers of the female subjects were cited as earning from \$201 to \$250 monthly; of 18 or 8.41 per cent, 15 or 11.54 per cent and 3 or 3.57 per cent of the parents of the male and female subjects respectively, were earning from \$251 to \$300 monthly. Of 5 or 2.34 per cent of the parents, none of the parents of the male subjects and 4 or 3.08 per cent of the fathers and 1 or 1.19 per cent of the mothers of the female personnel were earning from \$301 to \$350 monthly. Five or 2.34 per cent of the total parents, fathers of female personnel, earned from \$401 to \$450 monthly, whereas, 1 or .47 per cent of the total parents earned from \$501 to above, monthly, being father of a female teacher.

The mean monthly salary for all of the parents of the educational personnel was \$152.37 per month, whereas, the mean salary for the total fathers and mothers was \$182.04 and \$106.45, respectfully. The median salary for all of the parents of the subjects was \$109.94, whereas, the median salary for the fathers and mothers of the subjects was \$160.84 and \$85.50, respectfully. The salary range of the fathers and mothers

of the total personnel was from less than \$100 to a high of \$500 and over monthly and from less than \$100 to a high of \$350 monthly.

Educational Level of Parents of Personnel.--The data on the educational level of the parents of the teaching personnel in the Bibb County Negro elementary schools are presented in Table 19, which indicated the following facts.

There were 368 of the parents of the personnel reported for on this item. Of this number 7 or 1.90 per cent of the total parents: none of the parents of the male subjects and 5 or 2.72 per cent and 2 or 1.09 per cent of the fathers and mothers of the female personnel had an educational index of primary training and below; of 14 or 3.80 per cent: none of the parents of the male personnel and 10 or 5.43 per cent and 4 or 2.17 per cent of the fathers and mothers of the female personnel had an educational index of primary education. Of a total 180 or 48.91 per cent of the total parents of the personnel who had an educational index of lower, middle or upper elementary grades, 4 or 80 per cent of the fathers of the male subjects reporting were represented, whereas, 96 or 51.88 per cent of the total mothers of the personnel had acquired this educational status. Of a total 122 or 33.15 per cent of the parents of the subjects who had acquired an educational rating of junior high, senior high, or had attained a high school diploma, one father of the male subjects was represented, whereas, 47 or 26.25 per cent and 74 or 41.33 per cent of the fathers and mothers of the female personnel had this educational index.

Of the junior college, senior college or of the Bachelor's Degree categories, 37 or 10.07 per cent of the parents were represented,

TABLE 19

DISTRIBUTION OF THE EDUCATIONAL LEVEL OF PARENTS OF THE EDUCATIONAL PERSONNEL IN THE  
NEGRO PUBLIC ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Educational Status of Parents	Male				Female				Total				Total Parents	
	Fathers		Mothers		Fathers		Mothers		Fathers		Mothers		No.	Per Cent
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
Below Primary	0	0.00	0	0.00	5	2.79	2	1.12	5	2.72	2	1.09	7	1.90
Primary	0	0.00	0	0.00	10	5.59	4	2.23	10	5.43	4	2.17	14	3.80
Elementary (Lower)	1	20.00	0	0.00	15	8.38	12	6.70	16	8.70	12	6.52	28	7.61
Elementary (Middle)	1	20.00	0	0.00	24	13.40	22	12.29	25	13.29	22	11.96	47	12.77
Elementary (Upper)	2	40.00	3	60.00	53	29.61	47	26.25	55	29.89	50	27.17	105	28.53
Junior High	1	20.00	0	0.00	12	6.70	23	12.85	13	7.07	23	12.50	36	9.78
Senior High	0	0.00	0	0.00	14	7.82	24	13.40	14	7.60	24	13.04	38	10.33
High School Diploma	0	0.00	0	0.00	21	11.73	27	15.08	21	11.41	27	14.67	48	13.04
Junior College	0	0.00	2	40.00	10	5.59	8	4.47	10	5.43	10	5.43	20	5.45
Senior College	0	0.00	0	0.00	9	5.02	6	3.35	9	4.89	6	3.26	15	4.08
Bachelor's Degree	0	0.00	0	0.00	1	0.56	1	0.56	1	0.54	1	0.54	2	0.54
No Answer	0	0.00	0	0.00	5	2.79	3	1.68	5	2.72	3	1.63	8	2.17
Total	5	100.00	5	100.00	179	99.98	179	99.98	184	99.99	184	99.98	368	100.00



comprising none of the fathers of the male personnel, and 2 or 40 per cent of the mothers of the male personnel, 20 or 11.17 per cent and 15 or 8.38 per cent of the fathers and mothers of the female personnel, respectively, which was also 20 or 10.86 per cent and 17 or 9.23 per cent of the total fathers and mothers of the educational personnel. Eight or 2.17 per cent of the total parents were unanswered for on this questionnaire item.

The data appeared to have indicated that the educational index range of the parents of male personnel was from lower elementary to junior college for the fathers, whereas, the mothers of the male subjects had an educational index range of from upper elementary to junior college level. The educational index range of the fathers of the female personnel was indicated to be from below primary level to Bachelor Degree. None of the parents of the male subjects had primary or below education, nor had attained senior high or high school diploma; whereas, none of the mothers of the male personnel had acquired middle or lower elementary nor junior high school education. The greatest majority of the frequencies for the educational status of all the parents of the educational personnel, male and female, were in the index-range from middle elementary to the earning of high school diploma. There appeared to be some relation between the educational of the parents of the personnel and the occupational aspirations and attainments of their children.

Dependents of Personnel.--The data concerned with the number of dependents of the educational personnel of the Bibb County teaching personnel are presented in Table 20, which indicates the subsequent facts.

The number of dependents ranged from one to three for the male

TABLE 20

DISTRIBUTION OF THE DEPENDENTS OF THE EDUCATIONAL PERSONNEL  
IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF  
BIBB COUNTY, GEORGIA, 1953-1954

Number of Dependents	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
One	2	40.00	76	42.46	78	42.40
Two	2	40.00	48	26.82	50	27.17
Three	1	20.00	18	10.06	19	10.33
Four	0	0.00	7	3.91	7	3.80
Five	0	0.00	1	0.56	1	0.54
Six or More	0	0.00	1	0.56	1	0.54
No Answer	0	0.00	28	15.64	28	15.22
Total	5	100.00	179	100.00	184	100.00

personnel and from one to six or more for the female personnel. The data revealed that of the 184 subjects reporting, 78 or 42.40 per cent of the personnel had one dependent; 50 or 27.17 per cent of the subjects had 2 dependents; 19 or 10.33 per cent of the subjects and 3 dependents; 7 or 3.80 per cent of the subjects had 4 dependents; 1 or .54 per cent of the subjects had five, six, or more dependents, respectively, whereas, 28 or 15.22 per cent of the personnel gave no answer to the item on the questionnaire.

The data appeared to have indicated that both the male and female teachers of Bibb County were sources of family support, judging from

the number of dependents indicated by them, since the 5 male subjects reporting indicated from one to three dependents and the 158 female subjects reporting indicated from one to six or more dependents in their respective families.

Factors that Influenced Entering Teaching Profession.--The data on the factors that influenced the educational personnel of the Negro public elementary schools of Bibb County to enter the teaching profession are presented in Table 21, which indicates the significant facts discussed below.

Of the 184 teachers reporting on this questionnaire item, the "love for children" was cited by 76 or 41.30 per cent: 1 or 20 per cent and 75 or 41.90 per cent of the male and female teachers, respectively, as their reason for entering the teaching profession; 59 or 32.07 per cent: two or 40.00 per cent and 57 or 31.84 per cent of the male and female teachers cited "love for the Profession" as their reason for becoming teachers. Of the 25 or 13.59 per cent: 1 or 20 per cent and 24 or 13.41 per cent, male and female teachers, cited "Making a Contribution to the Race" as reason for entering the teaching profession; whereas, none of the male teachers and 4 or 2.23 per cent of the female teachers cited "Pleasant Working Conditions" as their reason for becoming teachers.

Further, none of the male teachers and 7 or 3.91 per cent of the female teachers cited "Financial Returns" as their reason for entering the teaching profession; none of the male and 6 or 3.36 per cent of the female teachers gave "Support of the Family" as the reason for entering the teaching profession; none of the male personnel and 2 or 1.12 per cent of the female personnel gave reason as "Lack of Something More

TABLE 21

DISTRIBUTION OF FACTORS THAT INFLUENCED THE BIBB COUNTY NEGRO PUBLIC  
ELEMENTARY SCHOOL PERSONNEL TO ENTER THE TEACHING PROFESSION

Influential Factors	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Love for Children	1	20.00	75	41.90	76	41.30
Love for Profession	2	40.00	57	31.84	59	32.07
Make Contribution to Race	1	20.00	24	13.41	25	13.59
Pleasant Working Conditions	0	0.00	4	2.23	4	2.17
Financial Returns	0	0.00	7	3.91	7	3.80
Support of Family	0	0.00	6	3.36	6	3.28
Lack of Something more Appealing	0	0.00	2	1.12	2	1.09
Limitation of Fields to Negroes	0	0.00	3	1.68	3	1.63
Aspirations of a Former Teacher	0	0.00	1	0.56	1	0.54
Earn Money for Medical School	1	20.00	0	0.00	1	0.54
Total	5	100.00	179	100.00	184	99.99

"Appealing" as reason for entering the profession.

None of the male teachers and 3 or 1.68 per cent of the female teachers reported "Limitation of Fields Open to Negroes" as entrance

reason for entering the teaching profession; 1 or .56 per cent of the female teachers cited "Aspirations of a Former Teacher" as the motivating entrance reason into the teaching profession; whereas, 1 or 20 per cent of the male personnel cited "To earn Money for Medical School" as influential reason for entering the teaching profession.

The data appeared to indicate that there were varied reasons for teachers entering the teaching profession. A small percentage of the male teachers as compared with the large percentage of the female teachers had been influenced to choose the elementary educational profession because there were few more appealing fields of labor in which Negroes of the South could enter. This indication on the part of the percentage of the teachers previously cited might suggest that there was lack of proper guidance at the college level. On the other hand the data might suggest the relative absence of a market for certain kind of professionally trained Negro laborers, therefore, some individuals were forced into the teaching profession as an alternative for livelihood.

Further, the data indicated a relatively small percentage of the female teachers and none of the male teachers who entered the teaching profession for "Financial Returns," which emphasizes that many of them were influenced by the intangible desires to contribute to the race or to humanity, and makes contradictory the beliefs of many laymen that "teachers look forward to pay day."

According to the expressed influencing factors for teachers in the Bibb County Negro elementary schools, one might conclude that most of this personnel group was impelled by high ideals related to service and the professional code. The more crass, practical or negative versions,

such as money, etc., were given less frequently. However, there was a chance that the "High ideals" were overstated because in context of our society and profession, these were the "expected answers."

Positions Held by Personnel.--The data on the former and present positions held by the present Negro educational personnel of Bibb County, Georgia, for the period of this study, 1941 through 1953, are presented in Table 22, with the types of positions indicated as follows: classroom teachers; teacher-principals; supervising principals special supervisors; visiting teachers, library service coordinator, home and farm demonstration agents, respectively.

During the 1941 through 1953 period the number of the elementary personnel in Bibb County, Georgia, consistently increased from year to year, from a total 118 in 1941 to 189 in 1953. The annual increase in personnel ranged from a low of 2 teachers, 1941 through 1942, to a high of 22 teachers in 1947 through 1948. Significant to the study is that 69 of the 1941 personnel have taught continuous for the 13 year period through 1953.

Principal: During the 1941 through 1953 period there was a steady decrease in the number of teacher-principals, from 22 during 1941 to 9 in 1949, to no teacher-principals thereafter. From 1948 to 1953, the number of full-time supervising principals increased from 2 to 10, this latter number becoming effective in 1950 and remaining in tact throughout 1953. The present staff of elementary school principals number ten.

To state the research findings in another way: Of the original 24 Negro administrative "heads" of the same number of Negro elementary schools of Bibb County, Georgia, in 1941, which have gradually

TABLE 22

DISTRIBUTION OF POSITIONS HELD BY THE EDUCATIONAL PERSONNEL IN THE NEGRO PUBLIC  
ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Positions	Number and Status By Years of Personnel																									
	1941		1942		1943		1944		1945		1946		1947		1948		1949		1950		1951		1952		1953	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Teacher																										
Elementary	92	77.96	93	77.52	98	78.64	100	80.00	101	80.80	101	80.18	109	85.66	131	87.31	143	88.25	147	90.73	149	89.78	161	90.46	171	90.47
Teacher																										
Principal	22	18.64	22	18.33	22	17.36	20	16.00	18	14.40	18	14.29	12	9.38	10	6.67	9	5.56	0	0.00	0	0.00	0	0.00	0	0.00
Supervising																										
Principal	2	1.70	2	1.66	2	1.60	2	1.60	2	1.60	2	1.58	2	1.56	4	2.67	5	3.09	10	6.17	10	6.02	10	5.62	10	5.29
Visiting																										
Teacher	0	0.00	0	0.00	0	0.00	0	0.00	1	0.80	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Visiting																										
Teacher	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.79	0	0.00	1	0.67	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Visiting																										
Teacher	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.78	1	0.67	1	0.62	1	0.62	1	0.60	1	0.56	2	1.06
Jeanes																										
Supervisor	0	0.00	1	0.83	1	0.80	1	0.80	1	0.80	1	0.79	1	0.78	1	0.67	1	0.62	1	0.62	1	0.60	1	0.56	1	0.53
Music																										
Supervisor	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.60	1	0.56	1	0.53
Physical																										
Education																										
Instructor	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.79	1	0.78	1	0.67	1	0.62	1	0.62	1	0.60	1	0.56	1	0.53
Library																										
Service																										
Coordinator	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.60	1	0.56	1	0.53
Home																										
Demonstration																										
Agent	1	0.85	1	0.83	1	0.80	1	0.80	1	0.80	1	0.79	1	0.78	1	0.67	1	0.62	1	0.62	1	0.60	1	0.56	1	0.53
Farm																										
Demonstration																										
Agent	1	0.85	1	0.83	1	0.80	1	0.80	1	0.80	1	0.79	1	0.78	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Farm																										
Demonstration																										
Agent	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.67	1	0.62	1	0.62	1	0.60	1	0.56	1	0.53
Total Number																										
Employed	118	100	120	100	125	100	125	100	125	100	126	100	128	100	150	100	162	100	162	100	166	100	178	100	189	100

diminished to 10 in number, 22 or 91.67 per cent of these school administrators were "principal-teachers," whereas, 2 or 8.33 per cent of them were "supervising principals."

Again, of the original 1941 administrative staff, only 2 or 8.33 per cent of them have served continuous in that capacity from 1941 through 1953, having been elevated from the position of "teacher-principal" to "supervising principal," respectively, during the study span. Others among the former 22 "teacher-principal" administrative staff were now either retired, deceased, or serving in the capacity of classroom teacher, whereas, the 2 original "supervising principals" were either retired by choice and/or for age and illness during the study-period. Significantly noted also was that 7 or 70 per cent of the present principals were results of promotions, whereas, 3 or 30 per cent of the present principals were results of promotions of newer teachers or additions of a newer personnel since that year.

**Classroom teachers:** The research revealed that 69 or 58.47 per cent of the 118 subjects of 1941 had served continuously from 1941 through 1953 period. Among the total subjects and the classroom teachers in particular, were found 12 or 54.55 per cent of the former 22 "teacher-principals" who were now serving in that capacity.

**Visiting Teachers:** Significant enough to be noted was the fact that the service of a visiting teacher was first initiated in Bibb County in 1945, with the employment of one person. This staff was increased to two visiting teachers in 1948 and again in 1953.

**Jeanes Supervisor:** The data on the advent and tenure of a Jeanes Supervisor in Bibb County were presented with a keen sense of pride and



appreciation; for in 1942, one year after Dr. Mark A. Smith became superintendent of the Bibb County Schools, a Jeanes Supervisor was employed and has been in continuous service in the schools to the present.

**Music Supervisor:** The data also revealed that in 1951, a Music Supervisor was employed for the first time in the Bibb County Negro elementary schools.

**Library Service Coordinator:** In 1951, a special Library Service Coordinator was employed for the first time in the Bibb County Negro Schools.

**Physical Education Supervisor:** The data revealed that in 1946, a Physical Educational Instructor was appointed and has served the schools of the system down to the present time, 1953.

**Farm and Home Demonstration Agents:** Farm and Home Demonstration Agents were the veteran of special servicers, even in Bibb County. The Home Demonstration Agent has had long service in the Bibb County Schools, with tenure dating prior to 1941 and continuous throughout the 1941-1953 period of this study. On the other hand, the services of a Farm Demonstration Agent have been available to the schools of Bibb County prior to 1941, and continuous throughout the 1941-1953 span, although the present agent was employed in 1948.

It appeared that the increase in the educational personnel was most evident from the standpoint of numbers and new services that have been rendered such as had not been known or experienced in the county before. Again, personnel increase may suggest pupil increase, which may in turn suggest increase in school facilities and services which, finally, were indicative of an expanding educational program. Within this frame of

reference, the data appeared to indicate that there has been a remarkable growth in the more obvious areas of the educational program for Negroes in Bibb County, Georgia, during the 1941 through 1953 period.

Reasons for Employment of Personnel.--The data concerned with the reasons for the employment of teachers in their present positions in the Negro Public Elementary Schools of Bibb County as presented in Table 23, indicated in the following facts.

Of the 184 subjects reporting, the 5 or 100 per cent of the male subjects reported as follows: 2 or 40.00 per cent and 3 or 60.00 per cent of the male personnel indicated that their predecessors resigned and that they held newly created positions, respectively.

Of the the total 179 female subjects reporting, 32 or 18.38 per cent of the female teachers indicated that their predecessors had either resigned, retired, or died, respectively; of 23 or 12.78 per cent of the female teachers, these subjects indicated that their predecessors had left to teach elsewhere in the Bibb County school system, had been promoted to principal of the same school or had left to become principal of another school in this system, respectively. Of 24 or 13.41 per cent of the female teachers, these subjects indicated that their predecessors had left to join husband or married, left to teach in another state, or had left to enter another occupation, respectively. One hundred three or 55.98 per cent of the female teachers indicated that their predecessors were on leave of absence or that they were holding newly created or created positions, respectively.

The data appeared to have indicated that comparable with other data the major reason for increased employment in the Bibb County schools is

TABLE 23

DISTRIBUTION OF THE REASONS FOR EMPLOYMENT OF PRESENT POSITION BY THE  
PERSONNEL IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF  
BIBB COUNTY, GEORGIA, 1953-1954

Reasons for Present Employment	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Predecessor Resigned	2	40.00	6	3.35	8	4.35
Predecessor Retired	0	0.00	9	5.59	9	4.89
Predecessor Died	0	0.00	17	9.44	17	9.24
Predecessor Left to Teach Elsewhere in Bibb County	0	0.00	15	8.32	15	8.15
Predecessor Promoted to Principal of Same School	0	0.00	4	2.23	4	2.17
Predecessor Left to Become Principal of Another School in this System	0	0.00	4	2.23	4	2.17
Predecessor Left to Join Husband Elsewhere or Marriage	0	0.00	11	6.15	11	5.98
Predecessor Left to Teach in Another State	0	0.00	5	2.79	5	2.72
Predecessor Left to Enter Another Occupation	0	0.00	8	4.47	8	4.35
Predecessor on Leave of Absence (ill, continuing education, etc.)	0	0.00	17	9.44	17	9.24
Held Newly Created or Created Positions	3	60.00	83	46.36	86	46.74
Total	5	100.00	179	100.00	184	100.00

the Bibb County schools is the growth and expansion of the system which required the filling of newly created or created positions, as evidence by 86 or 46.74 per cent of the male and female personnel reporting, which were 5 or 2.71 per cent and 179 or 97.29 per cent of the total personnel positions as held by the men and women teachers, respectively.

High School Curriculum Pursued and Completed.--Table 24, indicates that of the 184 subjects reporting, 1 or .56 per cent: 1 or 20 per cent of the total male subjects, pursued vocational training in high school; 71 or 38.58 per cent: 1 or 20 per cent and 70 or 39.11 per cent of the male and female personnel respectively, pursued a general high school education; 38 or 20.65 per cent: 2 or 40 per cent and 36 or 20.11 per cent of the male and female subjects, respectively, pursued college preparatory training; whereas, 74 or 40.21 per cent: 1 or 20 per cent and 73 or 40.78 per cent of the male and female personnel, respectively, pursued training in high school.

Personnel with Diploma and Partial College Training.--The data pertaining to the number of teachers with high school diploma and partial college training are presented in Table 25, which indicated the following facts below.

Of the 25 teachers concerned with this questionnaire item, there were no male personnel represented; whereas, there were 25 or 13.97 per cent of the total female personnel of the study. For these teachers the academic training was as follows: 3 or 12.00 per cent had earned 2 academic years of normal or college training; whereas, 1 or 4.00 per cent of them had earned  $2\frac{1}{2}$  academic years of normal or college training;

TABLE 24

DISTRIBUTION OF THE TYPES OF HIGH SCHOOL CURRICULUM PURSUED AND  
COMPLETED BY THE NEGRO PUBLIC ELEMENTARY SCHOOL TEACHERS  
OF BIBB COUNTY, GEORGIA, 1953-1954

Curriculum	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Commerce	0	0.00	0	0.00	0	0.00
Vocational	1	20.00	0	0.00	1	0.56
General	1	20.00	70	39.11	71	38.58
College Preparatory	2	40.00	36	20.11	38	20.65
Teacher Training (Normal)	1	20.00	73	40.78	74	40.21
Total	5	100.00	179	100.00	184	100.00

six or 24.00 per cent of the teachers had earned 3 academic years of normal or college training; whereas, 15 or 60.00 per cent of them had earned  $3\frac{1}{2}$  academic years of college or normal training. Five individuals made no returns to the study.

The data appeared to have indicated that these teachers reporting represented a minority of the total Bibb County Negro Personnel who were aspiring for educational advancement; that the teachers would also tend to show reluctance for academic years of college endeavors.

Types of Degrees Held by the Personnel.—The data having to do with the types of degrees held by the educational personnel in the Bibb

TABLE 25

DISTRIBUTION OF THE TEACHERS WITH HIGH SCHOOL DIPLOMA AND PARTIAL  
COLLEGE TRAINING AMONG THE NEGRO ELEMENTARY SCHOOL  
PERSONNEL OF BIBB COUNTY, GEORGIA, 1953-1954

Degree of Training	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
2 Academic Years (72 weeks)						
Normal Course	0	0.00	1	4.00	1	4.00
2 Academic Years (72 weeks) College Training	0	0.00	2	8.00	2	8.00
2½ Academic Years (72 weeks) College Training	0	0.00	1	4.00	1	4.00
3 Academic Years (108 weeks) Normal or Teacher College Training	0	0.00	4	16.00	4	16.00
3 Academic Years (108 weeks) College Training	0	0.00	2	8.00	2	8.00
3½ Academic Years (126 weeks) College Training	0	0.00	4	16.00	4	16.00
3½ Academic Years (126 weeks) Normal or Teachers College Training	0	0.00	11	44.00	11	44.00
Total	0	0.00	25	100.00	25	100.00

TABLE 26

DISTRIBUTION OF THE TYPES OF DEGREES HELD BY THE EDUCATIONAL  
PERSONNEL IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF  
BIBB COUNTY, GEORGIA, 1953-1954

Types of Rating	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
High School Diploma	0	0.00	30	16.77	30	16.30
Bachelor Degree	2	40.00	141	78.77	143	77.72
Master of Arts	0	0.00	4	2.23	4	2.17
Master of Education	2	40.00	2	1.12	4	2.17
Master of Science	0	0.00	1	0.56	1	0.54
B. S. in Agriculture	1	20.00	0	0.00	1	0.54
B. S. in Home Economics	0	0.00	1	0.56	1	0.54
Total	5	100.00	179	100.00	184	99.98

County Negro public elementary schools are presented in Table 26, which indicated the significant facts below.

Of the 184 teachers there were: none of the male and 30 or 16.30 per cent of the female teachers who held high school diploma; 143 or 77.72 per cent: 2 or 40.00 per cent and 141 or 78.77 per cent, male and female teachers, respectively, who held Bachelor Degrees, male teachers, none of the male and 4 or 2.23 per cent of the female teachers who held Master of Arts Degrees; and none of the male and 1 or .56 per

cent of the female teachers who held Master of Science Degree. Of the four or 2.17 per cent of the total personnel, 2 or 40.00 per cent and 2 or 1.12 per cent of the male and female teachers, respectively, who held Master of Education Degrees. One or .54 per cent of the male and female teachers held a Bachelor's of Science Degree in Home Economics and Agriculture, respectively.

The data appeared to have indicated that there were some 30 or 16.30 per cent of the teachers who were reluctant to advance their certification far beyond the high school level in a day of rapid changes and developments.

Further, it appeared that an overwhelming majority of the Bibb County teachers, (143 or 77.72 per cent) held Bachelor Degrees, but only a minority of them held Master Degrees. The data might be suggestive of a need for further inservice training, for the female teachers on the Graduate and college levels, whereas, the male teachers had the minimum of adequate training, as evidenced by their possessions of both Bachelor and Master Degrees.

Teachers with Bachelor Degrees and Graduate Training.--The data on the number of teachers with Bachelor Degrees and Graduate training in the Negro elementary schools of Bibb County, Georgia, are presented in Table 27, which indicated the subsequent facts below.

Of the 107 or 67.30 per cent: none of the male and 107 or 69.48 per cent of the 154 female subjects reporting on this item had no graduate training. Of 19 or 11.95 per cent: 1 or 20 per cent and 18 or 11.69 per cent of the male and female teachers, respectively, had earned 2-6 semester hours of graduate credit; 10 or 6.29 per cent: 2 or 40 per



TABLE 27

DISTRIBUTION OF THE PERSONNEL WITH BACHELOR DEGREE AND WITH GRADUATE  
TRAINING IN THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF  
BIBB COUNTY, GEORGIA, 1953-1954

Semester Hours of Graduate Training	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
None	0	0.00	107	69.48	107	67.30
2 - 6 Semester Hours	1	20.00	18	11.69	19	11.95
7 - 12 Semester Hours	2	40.00	8	5.19	10	6.29
13 - 18 Semester Hours	0	0.00	5	3.25	5	3.14
19 - 24 Semester Hours	0	0.00	3	1.95	3	1.89
25 - 30 Semester Hours	0	0.00	4	2.59	4	2.52
31 - 36 Semester Hours	0	0.00	2	1.30	2	1.26
37 Hours and Above	0	0.00	0	0.00	0	0.00
Master Degree Earned	2	40.00	7	4.55	9	5.66
Total	5	100.00	154	100.00	159	100.00

cent and 8 or 5.19 per cent of the male and female subjects, respectively, had earned from 7-12 semester hours of graduate credit.

Again, of 5 or 3.14 per cent: none of the male and 5 or 3.25 per cent of the female subjects had earned from 13-18 semester hours of graduate credit; 3 or 1.95 per cent of the female teachers only had

TABLE 28

DISTRIBUTION OF THE PERSONNEL WITH MASTERS DEGREE AND WITH STUDY BEYOND  
THE MASTER OF ARTS DEGREE OF THE NEGRO PUBLIC ELEMENTARY SCHOOL  
TEACHERS IN THE SYSTEM OF BIBB COUNTY, GEORGIA, 1953-1954

Number of Semester Hours Beyond M. A. Degree	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
None	1	50.00	5	71.40	6	66.67
2 - 6 Semester Hours	1	50.00	0	0.00	1	11.11
7 - 12 Semester Hours	0	0.00	1	14.28	1	11.11
13 - 18 Semester Hours	0	0.00	0	0.00	0	0.00
19 - 24 Semester Hours	0	0.00	0	0.00	0	0.00
25 - 30 Semester Hours	0	0.00	1	14.28	1	11.11
37 Hours and Over	0	0.00	0	0.00	0	0.00
Total	2	100.00	7	100.00	9	100.00

earned from 19-24 semester hours of graduate credit; 4 or 2.52 per cent of the female teachers had earned 25-30 semester hours of graduate credit; whereas, of 9 or 5.66 per cent: 2 or 40 per cent and 7 or 4.55 per cent of the male and female teachers, respectively, had earned the Masters Degree.

Personnel with Master's Degree and Further Study.--In Table 28, are presented the data on the personnel who held Master's Degree and who have earned graduate credit beyond that degree.

Of the 184 subjects in Bibb County who made questionnaire returns, only 9 or 4.89 per cent of them held the Master's Degree. For this item, 1 or 50 per cent and 5 or 71.40 per cent of the male and female teachers, respectively, reported no graduate credit beyond the Master's Degree. One or 50 per cent of the male and none of the female teachers reported 2-6 hours of earned graduate credit beyond the Master's Degree. One or 14.28 per cent of the female teachers only reported 7-12 and 25-30 hours of graduate credit earned beyond the Master's Degree. None of the male teachers reported graduate credit earned beyond the 2-6 hours level.

Georgia Institutions Represented by Personnel.--The data pertaining to the institutions located within the state of Georgia from which the educational personnel of Bibb County were awarded their highest diploma or degree are presented in Table 29, which indicated the subsequent facts below.

Of the 136 teachers holding a Bachelor's Degree as their highest attainment earned from institutions within the state of Georgia; there were 6 or 3.47 per cent: none of the male and 6 or 3.57 per cent of the total female teachers who were graduates of Albany State College; 5 or 2.89 per cent: 1 or 20 per cent and 4 or 2.38 per cent of the female teachers, respectively, who were graduates of Savannah State College; 9 or 5.20 per cent: 1 or 20 per cent and 8 or 4.76 per cent of the male and female teachers respectively, who were graduates of Morris Brown College; 5 or 2.89 per cent: none of the male and 3 or 1.79 per cent, and 2 or 1.19 per cent of the female personnel who were graduates of Spelman and Clark Colleges. None of the female teachers and 1 or 20 per

TABLE 29

DISTRIBUTION OF THE NUMBER OF EDUCATIONAL PERSONNEL WITH THEIR  
HIGHEST DEGREE OR DIPLOMA AWARDED BY INSTITUTIONS LOCATED  
IN THE STATE OF GEORGIA, 1953-1954

Institutions	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Degree (Bachelor's)	0	0.00	0	0.00	0	0.00
Albany State Normal	0	0.00	6	3.57	6	3.47
Savannah State College	1	20.00	4	2.38	5	2.89
Morris Brown College	1	20.00	8	4.76	9	5.20
Spelman College	0	0.00	3	1.79	3	1.73
Clark College	0	0.00	2	1.19	2	1.16
Morehouse College	1	20.00	0	0.00	1	0.58
Paine College	0	0.00	9	5.36	9	5.20
Fort Valley State College	0	0.00	101	60.12	101	58.38
Degree (Master's)	0	0.00	0	0.00	0	0.00
Atlanta University	2	40.00	5	2.98	7	4.05
Non-Degree	0	0.00	0	0.00	0	0.00
Ballard-Hudson	0	0.00	4	2.38	4	2.31
Ballard Normal	0	0.00	17	10.12	17	9.83
Hudson High	0	0.00	2	1.19	2	1.16
Georgia Baptist College	0	0.00	5	2.98	5	2.89
Beda Etta School	0	0.00	2	1.19	2	1.16
Total	5	100.00	168	100.00	173	100.00

cent of the male teachers was a graduate of Morehouse College; whereas, none of the male teachers and 110 or 65.48 per cent of the female teachers were graduates of Paine or Fort Valley State Colleges, respectively.

All 7 (2 men and 5 women) of the educational personnel of Bibb County, Georgia, who held as their highest attainment a Master's Degree awarded from a state institution were graduates of Atlanta University, Atlanta, Georgia.

All of the 30 teachers in the non-degree category were women who had attended the following institutions: 23 or 13.69 per cent of them were graduates of either Ballard-Hudson, Ballard Normal, or <sup>W</sup>Hudson High Schools; whereas, 7 or 4.17 per cent of these teachers were high school graduates of Georgia Baptist or Beda Etta Schools of Macon, Georgia.

These data appear to indicate that the vast majority of the educational personnel of Bibb County, Georgia, attended and were graduated from Georgia institutions, without regard for the attainment pursued by them.

Institutions Represented by Personnel Outside of Georgia.--Table 30, indicates that there were 11 women teachers and no male teachers employed in the Negro elementary schools of Bibb County, Georgia, who were graduates of institutions located outside of the state of Georgia.

The 11 female teachers attended college outside of the state of Georgia as indicated in the enumeration to follow. Two or 18.18 per cent attended and received their degrees from "White" institutions located in the mid-west, namely: Northwestern and Wayne Universities. Nine or 81.82 per cent of these teachers attended and received their

TABLE 30

DISTRIBUTION OF INSTITUTIONS REPRESENTED IN HIGHEST DEGREE ATTAINED  
OUTSIDE THE STATE OF GEORGIA BY THE NEGRO ELEMENTARY  
PERSONNEL OF BIBB COUNTY, GEORGIA, 1953-1954

Institutions Out- Side of State	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
(White)						
North Western University (Chicago, Ill.)	0	0.00	1	9.09	1	9.09
Wayne University (Detroit, Mich.)	0	0.00	1	9.09	1	9.09
(Negro)						
Shaw University (Raleigh, N.C.)	0	0.00	1	9.09	1	9.09
Virginia State (Petersburg, Va.)	0	0.00	1	9.09	1	9.09
Fisk University (Nashville, Tenn.)	0	0.00	2	18.18	2	18.18
A & T College (Greensboro, N.C.)	0	0.00	1	9.09	1	9.09
A & M College (Orangeburg, S.C.)	0	0.00	1	9.09	1	9.09
Tuskegee Institute (Tuskegee, Ala.)	0	0.00	2	18.18	2	18.18
Xavier University (New Orleans, La.)	0	0.00	1	9.09	1	9.09
Total	0	0.00	11	100.00	11	100.00

degrees from Negro institutions located in Southern states as follows:

Two or 18.18 per cent each in North Carolina, Tennessee, and Alabama;  
and 1 or 9.09 per cent each in South Carolina, Virginia, and Louisiana.

Table 30, also indicated that 4 or 36.36 per cent of these teachers

received their degrees from Negro Church-Related or Private institutions, namely: Shaw, Fisk, Tuskegee, and Xavier Universities; whereas, 3 or 27.27 per cent per cent of these teachers received their degrees from state institutions. Two or 18.18 per cent of these teachers received their degrees from Church-Related or Private White Institutions in the Mid-West.

Undergraduate Major and Minor Fields of Concentrations of Personnel.--

Table 31, presents the data on the major and minor fields of concentrations in undergraduate schools of the Negro elementary teachers of Bibb County, Georgia, indicated in the discussion which follows.

Three hundred fifteen responses were given by the personnel. In the field of Science: Biology, Chemistry, and Science, 5 or 25 per cent and 7 or 6.09 per cent of the responses were given for male and female teachers majoring and minoring in that field; in the field of General Science and Mathematics, no responses and 8 or 6.96 per cent of the responses were given by the male and female personnel, respectively, as minor concentration only; 9 or 4.50 per cent and 6 or 5.22 per cent of the responses of the female subjects were as majors and minors, respectively, in Home Economics. In the fields of Industrial Science, Social Science, and Economics, no responses from the male and 8 or 6.96 per cent of these were from the female personnel who had minors, but no majors, in these fields. Four or 3.48 per cent of the responses came from the female personnel who had minors but no majors in Child Guidance and Psychology.

In the Social Studies: History, Sociology, Social Studies, and Religion, no responses were given by the male and 10 or 5 per cent and

TABLE 31

DISTRIBUTION OF THE MAJOR AND MINOR FIELDS OF CONCENTRATION IN UNDERGRADUATE SCHOOL  
OF THE NEGRO TEACHERS AND PRINCIPALS IN THE NEGRO PUBLIC ELEMENTARY  
SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Fields of Concentration	Male				Female				Total			
	Major		Minor		Major		Minor		Major		Minor	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Biology	1	100.00	0	0.00	4	2.51	2	1.77	5	25.00	2	1.74
Chemistry	0	0.00	1	50.00	0	0.00	3	2.65	0	0.00	4	3.48
Science	0	0.00	0	0.00	0	0.00	1	0.88	0	0.00	1	0.87
General Science	0	0.00	0	0.00	0	0.00	7	6.19	0	0.00	7	6.09
Mathematics	0	0.00	0	0.00	0	0.00	1	0.88	0	0.00	1	0.87
Home Economics	0	0.00	0	0.00	9	4.52	6	5.31	9	4.50	6	5.22
Industrial Science	0	0.00	0	0.00	0	0.00	4	3.54	0	0.00	4	3.48
Social Science	0	0.00	0	0.00	0	0.00	2	1.77	0	0.00	2	1.74
Economics	0	0.00	0	0.00	0	0.00	2	1.77	0	0.00	2	1.74
Child Guidance	0	0.00	0	0.00	0	0.00	2	1.77	0	0.00	2	1.74
Psychology	0	0.00	0	0.00	0	0.00	2	1.77	0	0.00	2	1.74
History	0	0.00	0	0.00	2	1.01	5	4.42	2	1.00	5	4.35
Social Studies	0	0.00	0	0.00	6	3.02	23	20.35	6	3.00	23	20.00
Sociology	0	0.00	0	0.00	2	1.01	3	2.65	2	1.00	3	2.61
Religion	0	0.00	0	0.00	0	0.00	1	0.88	0	0.00	1	0.87
Elementary Education	0	0.00	0	0.00	144	72.36	6	5.31	144	72.00	6	5.22
Secondary Education	0	0.00	0	0.00	6	3.02	2	1.77	6	3.00	2	1.74
Supervision	0	0.00	0	0.00	0	0.00	1	0.88	0	0.00	1	0.87
Library Science	0	0.00	0	0.00	0	0.00	1	0.88	0	0.00	1	0.87
Physical Education	0	0.00	0	0.00	1	0.50	3	2.65	1	0.50	3	2.61
Recreational Leadership	0	0.00	0	0.00	0	0.00	1	0.88	0	0.00	1	0.87
Speech	0	0.00	0	0.00	0	0.00	1	0.88	0	0.00	1	0.87
English	0	0.00	0	0.00	15	7.53	14	12.39	15	7.50	14	12.70
French	0	0.00	0	0.00	1	0.50	0	0.00	1	0.50	0	0.00
German	0	0.00	1	50.00	0	0.00	0	0.00	0	0.00	1	0.87
Business Education Adm.	0	0.00	0	0.00	4	2.51	1	0.88	4	2.00	1	0.87
Music	0	0.00	0	0.00	4	2.51	6	5.31	4	2.00	6	5.22
Public School Arts	0	0.00	0	0.00	0	0.00	11	9.73	0	0.00	11	9.57
Practice Arts	0	0.00	0	0.00	0	0.00	3	2.65	0	0.00	3	2.61
Industrial Arts	0	0.00	0	0.00	1	0.50	0	0.00	1	0.50	0	0.00
Total	1	100.00	2	100.00	199	100.00	113	100.01	200	100.00	115	100.01



thirty-two or 27.83 per cent of the female personnel had majors and minors in these subjects, respectively. In the field of Education, 144 or 72.00 per cent of the total responses, being given by all female personnel, were as majors in Elementary Education; 6 or 3 per cent of the responses from the female teachers were as majors in Secondary Education; while 6 or 5.22 per cent; 2 or 1.74 per cent, and 1 or .87 per cent of the responses from the female personnel were as minors in Elementary Education, Secondary Education, and Supervision, respectively.

Further, 1 or .87 per cent of the responses was from a female teacher whose major was Library Science. Again, no responses from the male and 1 or .50 per cent and 4 or 3.48 per cent of the female responses were as majors and minors in Physical Education and Recreational Leadership, respectively. In the languages: no male responses and 1 or .87 per cent of the total female responses were as majors in Speech; 15 or 7.50 per cent and 14 or 12.17 per cent of the responses from female teachers were as majors and minors in English; whereas, 1 or .50 per cent and 1 or .87 per cent of the male and female responses, respectively, were as majors and minors in French and German.

Four or 2 per cent and 1 or .87 per cent of the female responses were indicated as majors and minors in Business Education and Administration; 4 or 2 per cent and 6 or 5.22 per cent of the female responses were for majors and minors in Music; whereas, 11 or 9.57 per cent and 3 or 2.61 per cent of the female responses are for minors in Public School Art and Practical Art, while 1 or .50 per cent of the female responses was a minor in Industrial Arts.

Major and Minor Fields of Concentrations In Graduate School.--The

data on the major and minor fields of concentrations in graduate school of the Negro teachers, principals and supervisors in the elementary schools of Bibb County, Georgia, were presented in Table 32, and were enumerated in the immediate paragraphs to follow.

There were totals of 53 and 13 major and minor responses of graduate school from the personnel of Bibb County: 3 and 1 major and minor responses from the male and 50 and 12 major and minor responses from the female personnel, respectively. In the field of Elementary Education: thirty-five or 53.03 per cent of the personnel's responses were for majors and 1 or 1.52 per cent of the responses from the personnel were for minors in this field. Five or 7.58 per cent of the personnel's responses were for minors in Secondary Education. One or 1.52 per cent of the personnel's responses were for a major and minor, respectively, in Supervision of Elementary Schools. Four or 6.06 per cent and 2 or 3.03 per cent of the personnel's responses were for majors and minors, respectively, in Supervision.

Again, 2 or 3.03 per cent of the personnel's responses were for major and minor, respectively, in Child Guidance; whereas, 1 or 1.52 per cent of the responses given was for a major and minor each in Social Studies and for a major in Sociology, respectively. Two or 3.03 per cent of the responses were given for major and minor, respectively, in English; whereas, 1 or 1.52 per cent of the responses of graduate concentrations were given for the following: a major in Home Economics and Library Science; a minor in Recreational Leadership and Public School Art, respectively.

It appeared from the data in Table 32 that the Negro elementary

TABLE 32

DISTRIBUTION OF THE MAJOR AND MINOR FIELDS OF CONCENTRATION IN GRADUATE SCHOOL  
OF THE SUPERVISORS, TEACHERS, AND PRINCIPALS IN THE NEGRO PUBLIC  
ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Subjects	Male				Female				Total			
	Major		Minor		Major		Minor		Major		Minor	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
Elementary Education	1	25.00	0	0.00	34	54.84	1	1.61	35	53.03	1	1.52
Secondary Education	1	25.00	0	0.00	4	6.45	2	3.23	5	7.58	2	3.03
Supervisor of Elementary Schools	0	0.00	0	0.00	1	1.61	1	1.61	1	1.52	1	1.52
Supervision	0	0.00	0	0.00	4	6.45	2	3.23	4	6.06	2	3.03
Child Guidance	0	0.00	1	25.00	2	3.23	1	1.61	2	3.03	2	3.03
Social Studies	1	25.00	0	0.00	0	0.00	1	1.61	1	1.52	1	1.52
Sociology	0	0.00	0	0.00	1	1.61	0	0.00	1	1.52	0	0.00
English	0	0.00	0	0.00	2	3.23	2	3.23	2	3.03	2	3.03
Home Economics	0	0.00	0	0.00	1	1.61	0	0.00	1	1.52	0	0.00
Recreational Leadership	0	0.00	0	0.00	0	0.00	1	1.61	0	0.00	1	1.52
Public School Art	0	0.00	0	0.00	0	0.00	1	1.61	0	0.00	1	1.52
Library Science	0	0.00	0	0.00	1	1.61	0	0.00	1	1.52	0	0.00
Total	3	75.00	1	25.00	50	80.64	12	19.35	53	80.30	13	19.70
Grand Total	4 or 100 %				62 or 99.99%				66 or 100 %			

TABLE 33

DISTRIBUTION OF THE MAJOR AND MINOR FIELDS OF CONCENTRATION IN STUDY  
BEYOND M. A. DEGREE OF THE NEGRO PUBLIC ELEMENTARY SCHOOL PRINCIPALS  
AND SUPERVISORS OF BIBB COUNTY, GEORGIA, 1953-1954

Subject	Male				Female				Total			
	Major		Minor		Major		Minor		Major		Minor	
	Per		Per		Per		Per		Per		Per	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
Elementary Education	1	100	0	0.00	1	50.00	0	0.00	2	66.67	0	0.00
Supervision	0	0.00	0	0.00	1	50.00	2	100	1	33.33	2	100.00
Total	1	100	0	0.00	2	100	2	100	3	100.00	2	100.00

personnel of Bibb County, Georgia were concentrating their advanced training in the area of their present position as evidenced by the fact that out of a total of 66 responses from the personnel, 46 or 72 per cent of them have earned either majors or minors in the allied fields of Elementary Education, Supervision, and Child Guidance.

Major and Minor Fields of Concentration Beyond M. A. Degree.---The data pertaining to the major and minor fields of concentration of the Bibb County Negro elementary principals and supervisors beyond M. A. Degree are presented in Table 33.

There was a total of 5 subjects who indicated that they were pursuing study beyond the Master's Degree, and in the areas listed below. One male and one female subject were majoring in Elementary

Education; one female subject was majoring in Supervision, and two female subjects were minoring in Supervision.

Major and Minor Undergraduate, Graduate, and Above M. A. Degree Fields of Concentration of the Male "Special Service" Personnel.--The data on the major and minor fields of concentration of the male "Special Service" personnel in undergraduate, graduate and above the M.A. Degree fields of concentration are presented in Table 34, which indicates the following facts.

Of the total 4 male "Special Service" personnel reporting in the study, 1 or 25 per cent of the male personnel each reported an undergraduate major in Agriculture, Biology, Secondary Education, and Social Studies. For the same 4 "Special Service" personnel: 1 or 12.50 per cent of them reported minors in Biology, Chemistry, General Science, Secondary Education, History, and Athletics, with 2 or 25 per cent reporting a minor in English. There was one teacher who reported a graduate major in Secondary Education.

These data appeared to indicate that generally, the male personnel had not concentrated either at the undergraduate, nor the graduate level represented upon the field in which they were now employed; that specifically, only 1 or 25 per cent of the male "Special Service" personnel was academically qualified in his field as Agricultural Agent, whereas, another, the Physical Education Instructor carried a minor concentration, allied to his present employment as Physical Education Supervisor.

Major and Minor Undergraduate, Graduate, and Above M. A. Degree Fields of Concentration of the Female "Special Services" Personnel.--

TABLE 34

DISTRIBUTION OF THE MAJOR AND MINOR FIELDS OF CONCENTRATION AT THE UNDERGRADUATE, GRADUATE,  
AND ABOVE M. A. DEGREE LEVELS OF THE NEGRO "SPECIAL SERVICE" MALE PERSONNEL  
IN THE PUBLIC ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Subjects	A				B				C			
	Undergraduate				Graduate				Beyond M. A. Degree			
	Male				Male				Male			
	Major		Minor		Major		Minor		Major		Minor	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Agriculture	1	25.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Biology	1	25.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00
Chemistry	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00
General Science	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00
Secondary Education	1	25.00	1	12.50	1	100.00	0	0.00	0	0.00	0	0.00
English	0	0.00	2	25.00	0	0.00	0	0.00	0	0.00	0	0.00
History	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00
Social Studies	1	25.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Athletics	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	0	0.00
Total	4	100.00	8	100.00	1	100.00	0	0.00	0	0.00	0	0.00

The data on the major and minor fields of concentration of the female "Special Service" personnel in undergraduate, graduate, and above the Master's Degree fields of concentration are presented in Table 35.

Of the total 3 "Special Service" female personnel, 1 or 33.33 per cent of the subjects had an undergraduate level major concentration in a normal course; another 1 or 33.33 per cent of them had a French major; similarly, one "Special Service" female teacher had a Music major. Again, of the total 3 "Special Service" female personnel, each or 33.33 per cent of them had either an undergraduate minor in Home Economics, Sociology or History.

Further, only one or 33.33 per cent of the "Special Service" female personnel had pursued graduate study, concentrating as a major in Sociology; whereas, the same individual had done advance study beyond M. A. Degree with major concentration in Elementary Education and Supervision, respectively.

It appeared from these data that there might have been some anticipation for possible future employment of the nature of present occupations among the female "Special Service" personnel of Bibb County, even from undergraduate school, as evidenced by the 2 out of 3 female individuals who were employed in their major or minor respective field of concentration; that the Jeanes Supervisor chose her present field beyond graduate school, choosing Sociology and French in earlier training. Generally, it was readily accepted with due respect that all of the "Special Service" personnel were well qualified in their respective fields of endeavor supported by the long years of tenure in the teaching service, and specifically in Bibb County, the maximum years

TABLE 35

DISTRIBUTION OF MAJOR AND MINOR FIELDS OF CONCENTRATION AT THE UNDERGRADUATE, GRADUATE, AND ABOVE M. A. DEGREE LEVELS OF THE NEGRO FEMALE "SPECIAL SERVICE" PERSONNEL IN THE PUBLIC ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Subjects	A				B				C			
	Undergraduate				Graduate				Beyond M. A. Degree			
	Female				Female				Female			
	Major		Minor		Major		Minor		Major		Minor	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Normal Course	1	33.33	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Elementary Education	0	0.00	0	0.00	0	0.00	0	0.00	1	50.00	0	0.00
Supervision	0	0.00	0	0.00	0	0.00	0	0.00	1	50.00	0	0.00
Home Economics	0	0.00	1	33.33	0	0.00	0	0.00	0	0.00	0	0.00
Sociology	0	0.00	1	33.33	1	50.00	0	0.00	0	0.00	0	0.00
History	0	0.00	1	33.33	0	0.00	0	0.00	0	0.00	0	0.00
French	1	33.33	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Music	1	33.33	0	0.00	1	50.00	0	0.00	0	0.00	0	0.00
Total	3	99.99	3	99.99	2	100.00	0	0.00	2	100.00	0	0.00



being 29, and the minimum, 3 years.

Types of Certification Held by Personnel, 1941 through 1953.--The distribution of the types of certificates held by the Negro educational personnel of Bibb County 1941 through 1953 as shown in Table 36, indicated the subsequent facts.

For the year 1941, 25 or 21.10 per cent of the total 118 subjects employed for that year, held certificates of less than one year of college work, whereas, 55 or 46.61 per cent of the teachers for that year held 1 year college certificates. Thirty-one or 26.27 per cent of the teachers held 2 years college certificates and 5 or 4.23 per cent of the subjects held 3 years college certificates for 1941.

For the year 1942, 15 or 12.50 per cent of the total 120 subjects employed for that year held less than 1 year college certificates; 51 or 42.50 per cent of the personnel for 1942 held 1 year college certificates; 45 or 37.50 per cent of the teachers held 2 years college certificates and 7 or 5.83 per cent of the teachers held 3 years certificates for 1942. Again, of the total 125 teachers employed for 1943; 1 or .01 per cent held certificates of less than 1 year; 52 or 41.60 per cent of the teachers held 1 year certificates; 44 or 35.20 per cent of the teachers held 2 year college certificates; 8 or 6.40 per cent of the teachers held 3 year college certificates, and 1 teacher and 1 supervisor, respectively, held four year college certificates for the year 1943.

For the year 1944: Of a total 125 teachers employed, 4 or 3.20 per cent of them held less than 1 year college certificates; 36 subjects held 1 year college certificates; 58 teachers held 2 year college

TABLE 36

DISTRIBUTION OF THE TYPES OF CERTIFICATES HELD BY THE EDUCATIONAL PERSONNEL IN  
THE NEGRO PUBLIC ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1941-1953

Type of Certificate	Years, 1941 - 1953													
	Code	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953
County License	C.L.	1	0	0	2	0	0	0	0	0	0	0	0	0
Less than 1 year	A.O.	8	5	0	1	1	0	0	0	0	0	0	0	0
General Elementary Certificate	A.L.	16	10	1	1	2	2	0	0	0	0	0	0	0
General Elementary (1 year College)	ALe	55	51	52	34	25	13	4	3	2	1	0	0	0
Professional (1 yr. Col) C-1		0	0	0	2	0	0	0	0	0	0	0	0	0
Provisional (2 yr. Col) B-2		0	0	1	0	0	0	1	3	3	2	1	1	1
Professional (2 yr. Col)	C-2	4	5	1	2	5	1	2	3	6	3	21	0	0
Life Professional (2 yr. Col)	D-2	27	40	42	56	60	63	56	44	44	24	0	8	4
General Elementary (3 yr. College)	A-3	1	0	0	0	0	0	0	0	0	0	0	0	0
Provisional (3 yr. Col) B-3		0	1	1	1	1	1	1	2	4	2	2	2	2
Professional (3 yr. Col)	C-3	1	1	0	0	0	0	0	2	3	1	42	27	19
Life Professional (3 yr. Col)	D-3	5	6	7	15	19	27	32	40	37	34	2	10	7
Provisional (4 yr. Col) B-4		0	0	1	1	0	1	0	4	8	4	6	4	2
Professional (4 yr. Col)	C-4	0	0	4	1	3	5	7	12	5	21	82	67	81
Life Professional (4 yr. Col)	D-4	0	1	4	8	8	12	24	35	44	67	4	51	57
Provisional Principal 4 year College	P-4	0	0	0	0	0	0	0	0	0	0	1	2	7
Supv. Pro'l (4 yr. Col) SV4		0	0	1	0	0	0	0	0	0	0	0	0	0
Professional (5 yr. Col)	C-5	0	0	0	0	0	0	0	0	0	0	2	1	2
Life Professional (5 yr. Col)	D-5	0	0	0	0	0	0	0	1	1	2	0	1	1
Professional Principal (5 yr. Col)	P-5	0	0	0	0	0	0	0	0	0	0	2	2	2
Teacher Certificate (5 yr. Col)	T-5	0	0	0	0	0	0	0	0	0	0	0	1	3
Supervisor Professional (5 yr. Col)	SV5	0	0	0	1	1	1	1	1	1	1	1	1	1
Total Employed		118	120	125	125	125	126	128	150	158	162	166	178	189

certificates; 17 teachers held 3 year college certificates and 9 teachers held 4 year college certificates, whereas, one supervisor held a 5 year Supervisor's college certificate for 1944 and succeeding years through 1953.

For the year 1945, the total personnel employed was 125: 3 teachers held certificates of less than one year; 25 teachers held 1 year college certificates; 65 teachers held 2 year college certificates; 20 teachers held 3 year college certificates and 11 teachers held four year college certificates. The total teachers employed for 1946 were 126, of which two teachers held certificates of less than 1 year of college training; thirteen teachers held one year college certificates; 64 teachers held 2 year college certificates; 28 teachers held 3 year college certificates, and 13 teachers held 4 year college certificates, whereas, the Jeanes Supervisor held a 5 year college certificate.

For the year 1947, the total number of teachers employed were 128: 4 teachers held less than 1 year; 59 teachers held 2 year certificates; 33 teachers held 3 year college certificates and 31 teachers held 4 year college certificates for that year.

In 1948, the total number of teachers employed was 150; of which 3 held certificates of less than 1 year; 50 teachers, 2 year college certificates; 44 teachers, 3 year college certificates and 51 teachers held 4 year college certificates for 1948. In 1949, 158 teachers were employed: two teachers held certificates of 1 year of college training; 53 teachers held 2 year college certificates; 44 teachers held 3 year college certificates and 57 teachers held 4 year college certificates for the year 1949.

For the year 1950, 162 teachers were employed holding certificates as follows: one year college, one teacher; 29 teachers held 2 year college certificates; 37 teachers held 3 year college certificates and 92 teachers held 4 year college certificates, respectively. In 1951, 166 teachers were employed and held college certificates as follows: 22 teachers held 2 years; 46 teachers held 3 years; 92 teachers held four year certificates and four teachers held 5 year college certificates for 1951. For 1952, 178 teachers were employed and the certification distribution was as follows: 9 teachers held four year college certificates and 6 of the personnel had 5 year college certificates. Lastly, in 1953, 189 subjects were employed, of this number only 5 teachers held 2 year college certificates; 28 teachers held 3 year college certificates; 147 subjects held 4 year college certificates; whereas, 9 of the total subjects held 5 year college certificates, respectively.

In summarizing the data found in Table 36, the following significant trends were to be noted: (a) for the school year of 1941 through 1942, eighty or 68 per cent of the personnel in the Negro elementary schools of Bibb County, Georgia, had less than four years of college training, with 66 of this number having a maximum of not over two years of college training. In fact, 55 of the teachers in 1941-1942 had less than one year of college training. None of the Negro teachers employed in Bibb County in 1941-1942 had a college degree, (b) in 1953-1954, 80 or 68 per cent of the personnel in the Negro elementary schools of Bibb County, Georgia, had a training level of college graduation or better, and only twenty-nine or 32 per cent of these teachers had a training level of more than three years of college study but not enough for the attainment of

the Bachelor's Degree. Moreover, the number of Life Certificates had decreased from 32 in 1941-1942 to 11 in 1953-1954, indicating that this particular group of teachers had advanced their training over the years. Further, in 1941-1942 there were no Negro teachers who held a P-4 or P-5 certificate, but in 1953-1954, 7 of the principals held the P-4 and two held the P-5 certificates. Three of the Negro teachers in Bibb County now hold the T-5 certificates; and the Supervisor hold a SV-5 certificate.

The training of the Negro teachers in Bibb County, Georgia, has been markedly advanced during the period of 1941-1953, with the data on teacher training elsewhere reported in this thesis to indicate that these Negro teachers in the immediate future will attain as a group a markedly high level of academic and professional training.

Types of Certificates Held by "Special Service" Personnel.--The distribution of the types of certificates held by the various alternating members of the "Special Service" personnel in the Negro public elementary schools of Bibb County for the year, 1941 through 1953, are presented in Table 37.

In 1941, there were two "Special Service" employees in the Bibb County elementary schools for Negroes, namely: a Home and Farm Demonstration Agent, who held the Life Professional (D-4) and the Teacher's Provisional Professional (C-4) Certificate, respectively. In 1942-1943, a Jeanes Supervisor with a Teacher's Life Professional (D-4) certificate was employed to serve the schools of the county. The first Visiting Teacher who held a Teacher's Professional (C-4) Certificate was added to the "Special Services" staff in 1945-1946, substituted by another in

TABLE 37

DISTRIBUTION OF THE TYPES OF CERTIFICATES HELD BY THE "SPECIAL SERVICE" PERSONNEL IN THE  
BIBB COUNTY NEGRO ELEMENTARY SCHOOL SYSTEM OF BIBB COUNTY, GEORGIA, 1941-1954

Types of Certificates	Male and Female												
	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953
	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber	Num- ber
Teacher's Provisional (4 years College) B-4	0	0	0	0	0	1	0	1	1	0	1	1	1
Teacher's Life Professional (4 years College) D-4	1	2	2	1	2	2	3	3	2	2	2	2	2
Teacher's Professional (4 years College) C-4	1	1	1	1	1	1	1	1	1	2	2	2	3
Teacher's Certificate (5 years College) T-5	0	0	0	0	0	0	0	0	0	0	1	1	1
Supervisor's Professional (5 years College) SV-5	0	0	0	1	1	1	1	1	1	1	1	1	1
Supervisor's Professional (4 years College) SV-4	0	0	1	0	0	0	0	0	0	0	0	0	0
Total	2	3	3	3	4	5	5	6	5	5	7	7	8

1946-1947 who held a Teacher's Provisional (B-4) Certificate. Again, in 1948-1949, an additional Visiting Teacher Assistant was employed who held a Teacher's Provisional (B-4) Certificate. In 1949-1950, the present Visiting Teacher was employed who held and yet holds a Teacher's Professional (C-4) type of Certificate.

In 1946-1947, a Physical Education Instructor with a Teacher's Life Professional (D-4) certificate was added to the "Special Services" staff of Bibb County. A Music Supervisor and Library Service Coordinator were added to the "Special Services" staff in 1951-1952, who held a Teacher's Provisional (B-4) and a Teacher's Certificate (T-5) type of certificate, respectively.

For the final year of this study, 1953-1954, the personnel of the "Special Service" staff for the Negro elementary schools of Bibb County, Georgia, included eight employees who held the following certificates: one Teacher's Provisional (B-4); two Teacher's Life Professional (D-4); three Teacher's Professional (C-4), and one Supervisor's Professional (SV-5), respectively.

General Professional Undergraduate Training of Principals and Teachers.--The distribution of the general professional undergraduate training of principals and teachers in the Negro elementary schools of Bibb County, Georgia in 1953 as shown in Table 38, which indicated the facts discussed below.

There were 177 teachers and principals (9 female and 1 male principal) reporting on this item. Of 28 or 15.82 per cent: none of the male and 28 or 15.91 per cent of the male and female teachers and principals, respectively, who had earned from 2 to 6 to 12 semester hours' credit in

TABLE 38

DISTRIBUTION OF THE GENERAL PROFESSIONAL EDUCATIONAL UNDERGRADUATE  
TRAINING OF PRINCIPALS AND TEACHERS IN THE NEGRO PUBLIC  
ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Total Undergraduate Hours of General Profes- sional Training	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
2 - 6 Semester Hours (3 - 9 Quarter Hours)	0	0.00	8	4.55	8	4.52
7 - 12 Semester Hours (10 - 18 Quarter Hours)	0	0.00	20	11.36	20	11.30
13 - 18 Semester Hours (19 - 27 Quarter Hours)	1	100.00	58	32.95	59	33.33
19 - 24 Semester Hours and Over (28 Quarter Hours)	0	0.00	30	17.05	30	16.95
No College General Professional Training	0	0.00	60	34.09	60	33.90
Total	1	100.00	176	100.00	177	100.00

general professional undergraduate training. Of 59 or 33.33 per cent: one or 100 per cent, being a male principal and 58 or 32.95 per cent of the female teachers and principals had earned from 13-18 semester hours' credit; no male principal and 30 or 17.05 per cent of the female teachers and principals had earned from 19-24 semester hours' credit and over; whereas, 60 or 33.90 per cent of the total teachers and principals had earned no undergraduate credit in general professional training.

These data appeared to have indicated that a vast majority of the



TABLE 39

DISTRIBUTION OF GENERAL PROFESSIONAL EDUCATIONAL GRADUATE TRAINING OF  
PRINCIPALS AND SUPERVISORS IN THE NEGRO PUBLIC ELEMENTARY  
SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Total Graduate Hours of General Professional Training	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
2 - 6 Semester Hours (3 - 9 Quarter Hours)	1	50.00	5	50.00	6	50.00
7 - 12 Semester Hours (10 - 18 Quarter Hours)	0	0.00	0	0.00	0	0.00
13 - 18 Semester Hours (19 - 27 Quarter Hours)	0	0.00	1	10.00	1	8.33
19 - 24 Semester Hours (28 Quarter Hours and Over)	1	50.00	3	30.00	4	33.33
No Graduate Credit	0	0.00	1	10.00	1	8.33
Total	2	100.00	10	100.00	12	99.99

teachers and principals (177 or 95.65 per cent) reporting in the study had earned some undergraduate training of a general professional nature.

General Professional Graduate Training of Principals and Supervisors.--

The data on the general professional graduate training of principals and supervisors as presented in Table 39, are enumerated below.

Of the 12 principals and supervisors reporting, 6 or 50 per cent: 1 or 50 per cent and 5 or 50 per cent of the male and female principals and supervisors respectively, had earned from 2-6 hours' credit in general professional graduate training. None of the male and 1 or 10 per cent of the female principals and supervisors, respectively, had

earned from 13-18 semester hours. Further, of 4 or 33.33: 1 or 50 per cent and 3 or 30 per cent of male and female principals and supervisors had earned 19-24 hours and over of general professional training at the graduate level; whereas, none of the male and 1 or 10 per cent of the female principals and supervisors had no such graduate training.

It appeared that the male and female principals and supervisors, with one exception, had earned general professional training at the graduate level, which might tend to indicate some improved qualities of the services which can be rendered by individuals with such educational experience.

Principals and Supervisors' Training In Supervision of Elementary School System.--The data on both the graduate and above the Master's Degree training of the principals and supervisors in the supervision of the elementary school subjects as presented in Table 40, revealed the facts in the immediate paragraphs to follow.

Of the 11 principals and supervisors reporting on this two-fold questionnaire item, 6 or 60 per cent: 1 or 100 per cent male, and 5 or 55.56 per cent female principals, respectively, had earned 2-6 hours of graduate credit in the supervision of the elementary school subjects; whereas, none of the male principals and 3 or 33.33 per cent of the female principals had earned 7-12 hours' credit in the courses. Again, one supervisor reported as having earned 2-6 hours' training above the Master's Degree level in the supervision of elementary school subjects. One respondent reported no graduate credit hours in this area.

These data might indicate that 99 per cent of the Negro principals and supervisors in the Bibb County Schools are keenly aware of the need

TABLE 40

DISTRIBUTION OF PRINCIPALS AND SUPERVISORS' GRADUATE AND BEYOND  
M. A. DEGREE TRAINING IN SUPERVISION OF THE ELEMENTARY  
SCHOOL SUBJECTS, 1953-1954

Hours' Training in Supervision of Elemen- tary School Subjects	Graduate						Above M. A. Degree					
	Male		Female		Total		Male		Female		Total	
	Per		Per		Per		Per		Per		Per	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
2 - 6 Hours	1	100.00	5	55.56	6	60.00	1	100.00	0	0.00	1	100.00
7 - 12 Hours	0	0.00	3	33.33	3	30.00	0	0.00	0	0.00	0	0.00
13 - 18 Hours	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
19 Hours and Over	0	0.00	1	10.00	0	0.00	0	0.00	0	0.00	0	0.00
No. Credit	0	0.00	1	11.11	1	10.00	0	0.00	0	0.00	0	0.00
Total	1	100.00	9	100.00	10	100.00	1	100.00	0	0.00	1	100.00

for specific training in the skills required in the supervisory function.

Principals and Supervisors' Training in Administration and Supervision.--The data on the principals and supervisors training in administration and supervision of the elementary schools are presented in Table 41.

The data indicated that 6 or 60 per cent: 1 or 100 per cent and 5 or 55.56 per cent of the male and female principals and supervisors, respectively, had earned from 2-6 graduate hours' credit in the administration and supervision of elementary schools. None of the male subjects and 1 or 11.11 per cent of the female principals and supervisors

TABLE 41

DISTRIBUTION OF PRINCIPALS AND SUPERVISORS' GRADUATE AND BEYOND  
M. A. DEGREE TRAINING IN ADMINISTRATION AND SUPERVISION  
OF ELEMENTARY SCHOOLS, 1953-1954

Hours' Training in Supervision of Elemen- tary Schools	Graduate						Beyond M. A. Degree					
	Male		Female		Total		Male		Female		Total	
	Per		Per		Per		Per		Per		Per	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
2 - 6 Hours	1	10.00	5	55.56	6	60.00	1	100.00	2	100.00	3	100.00
7 - 12 Hours	0	0.00	1	11.11	1	10.00	0	0.00	0	0.00	0	0.00
13 - 18 Hours	0	0.00	2	22.22	2	20.00	0	0.00	0	0.00	0	0.00
19 Hours and Over	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
No Credit	0	0.00	1	22.22	1	10.00	0	0.00	0	0.00	0	0.00
Total	1	100.00	9	100.01	10	100.00	1	100.00	2	100.00	3	100.00

had earned from 7-12 graduate hours credit in this area. None of the male and 2 or 22.22 per cent of the female principals and supervisors had earned 13-18 graduate hours' credit in this area of administration and supervision. One of the female principals and supervisors reported that they had earned 2-6 graduate hours of credit beyond the Master's Degree in the Administration and Supervision of schools.

The data appeared to have indicated that these principals and supervisors were continuing their professional training in the areas of most value to them.

Experience of Personnel in Georgia.--The data on the total

TABLE 42

DISTRIBUTION OF THE TOTAL NUMBER OF TEACHING EXPERIENCE IN GEORGIA  
FOR THE ELEMENTARY SCHOOL PERSONNEL OF  
BIBB COUNTY, GEORGIA, 1953-1954

Total Number of Years	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
2 - 5 years	2	40.00	55	30.73	57	32.98
6 - 10 years	0	0.00	20	11.17	20	10.87
11 - 20 years	2	40.00	41	22.90	43	23.37
21 - 30 years	1	20.00	25	13.97	26	14.13
31 years and Over	0	0.00	38	21.23	38	20.65
Total	5	100.00	179	100.00	184	100.00
Mean	12		15.04		11.70	
Median	12		13.48		13.41	

experience of the 184 members of the educational personnel in Bibb County, Georgia, are presented in Table 42, and discussed below.

There was a total of 57 or 32.89 per cent of the teachers with 2-5 years of teaching experience in Georgia with 2 or 40.00 per cent and 55 or 30.73 per cent of the male and female personnel, respectively. There was a total of 20 or 10.85 per cent of the teachers (all of whom were women) with 6-10 years of teaching experience. There was a total of 43 or 23.37 per cent of the teachers with 10-20 years of teaching experience, with 2 or 40 per cent and 41 or 22.90 per cent of the male

and female personnel, respectively. There was a total of 26 or 14.13 per cent of the teachers with 21-25 years of teaching experience, with one or 20 per cent and 25 or 13.97 per cent of the male and female personnel, respectively, and there was a total of 38 or 20.65 per cent of the teachers (all of whom were women) with 26 to 30 to 31 years and over of teaching experience in the state of Georgia.

The number of years of teaching experience of the personnel ranged from a low of 2 to a high of 31 years and over to show a mean number of years of 11.70 and a median number of years of 13.41. The mean and the median number of years of teaching experience in Georgia for the male personnel were 12 years; whereas, the mean and median years of teaching experience in Georgia for the female personnel were 15.04 and 13.48 years, respectively.

Tenure of Personnel in Bibb County.--The data on the tenure of the 184 subjects comprising 97.35 per cent of the educational personnel in the Negro public elementary schools of Bibb County, Georgia, are presented in Table 43, which indicates the enumerations in the immediate paragraphs.

There was a total of 11 or 5.98 per cent of the Negro teachers with one year or less tenure in the public school system, with none of the male subjects and 11 or 6.15 per cent of the male and female personnel, respectively. There was a total of 53 or 24.46 per cent of the teachers with 2-5 years of tenure, with 3 or 60 per cent and 50 or 27.94 per cent of the male and female personnel, respectively. There was a total of 24 or 13.04 per cent of the personnel with 6-10 years of tenure in Bibb County school system.

TABLE 43

DISTRIBUTION OF THE TENURE OF THE NEGRO EDUCATIONAL PERSONNEL IN THE  
ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Total Number of Years	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1 year or less	0	0.00	11	6.16	11	5.98
2 - 5 years	3	60.00	50	27.94	53	24.98
6 - 10 years	2	40.00	22	12.31	24	13.04
11 - 20 years	0	0.00	32	17.88	32	17.39
21 - 30 years	0	0.00	28	15.64	28	15.22
31 years and Over	0	0.00	36	20.11	36	19.59
Total	5	100.00	179	100.00	184	100.00
Mean	5.5		12.70		15.19	
Median	5.0		9.0		11.61	

Again, there was a total of 32 or 17.39 per cent of the personnel (all of whom were women) with 11-20 years of tenure in the county; 28 or 15.22 per cent of the female subjects who had 21-30 years of tenure, and 36 or 19.59 per cent of the female personnel who had 31 years and over of tenure in the public school system of Bibb County, Georgia.

The number of years of tenure of the Bibb County Negro educational personnel ranged from a low of 1 year or less to a high of 31 years and over with a total mean tenure of 15.19 years and a median tenure of 11.61 years.

TABLE 44

DISTRIBUTION OF THE YEARS SPENT IN PRESENT POSITION BY THE MEMBERS OF  
THE EDUCATIONAL PERSONNEL IN THE NEGRO PUBLIC ELEMENTARY  
SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Years	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1 year or less	0	0.00	15	8.38	15	8.15
2 - 5 years	3	60.00	78	43.58	81	44.02
6 - 10 years	2	40.00	25	13.99	27	14.67
11 - 20 years	0	0.00	31	16.39	31	16.85
21 - 30 years	0	0.00	10	5.58	10	5.42
31 years and Over	0	0.00	20	11.17	20	10.87
Total	5	100.00	179	99.99	184	99.98
Mean	5.0		11.05		10.90	
Median	5.2		11.90		12.30	

Years Spent In Present Position of Personnel.---The data pertaining to the distribution of years spent by the educational personnel of Bibb County elementary schools in present position are presented in Table 44, and discusses in the subsequent paragraphs.

There was none of the male personnel and a total of 15 or 8.15 per cent (all of whom were women) of the personnel with 1 year or less spent in present positions. There was a total of 81 or 44.02 per cent of the personnel with 2-5 years spent in present positions, with 3 or 60.00 per cent and 78 or 43.58 per cent of the male and female



personnel, respectively; a total of 27 or 14.67 per cent of the educational personnel with 6-10 years spent in present positions, with 2 or 40 per cent and 25 or 13.99 per cent of the male and female subjects, respectively.

Further, none of the male personnel for each of the remaining years intervals and 31 or 16.85 per cent of the female subjects had served from 11-20 years in present positions; 10 or 5.42 per cent of them had served from 21-30 years, and 20 or 10.87 per cent of the female personnel had served from 31 years and over in present positions.

The number of years served in present positions ranged from a low of 1 year or less to a high of 31 years and over to show a mean number of 10.09 years and a median of 12.3 years spent in present positions, respectively.

Grade-Placement of Teachers.--The data on the grade distribution of teachers in the Negro public elementary schools of Bibb County are presented in Table 45, which revealed the enumerations to follow.

None of the male Negro elementary personnel held grade assignment in Bibb County; whereas, 79 or 46.19 per cent of the female teachers held grade assignments of from 1-3 and 92 or 53.81 per cent of the female teachers were teaching in grades from four through seven.

Professional Memberships Held by the Personnel.--The data on the memberships held in various professional organizations by the 184 elementary schools are carried in Table 46, and explained in this section.

There were 184 or 45.89 per cent, with 5 or 33.33 per cent and 179 or 46.37 per cent of the male and female personnel, respectively, who

TABLE 45

DISTRIBUTION OF THE GRADE PLACEMENT OF THE TEACHERS IN THE  
NEGRO ELEMENTARY SCHOOLS OF BIBB  
COUNTY, GEORGIA, 1953-1954

Grade Placement	Male*		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
First	0	0.00	28	16.37	28	16.37
Second	0	0.00	26	15.20	26	15.20
Third	0	0.00	25	14.62	25	14.62
Fourth	0	0.00	24	14.04	24	14.04
Fifth	0	0.00	24	14.04	24	14.04
Sixth	0	0.00	23	13.45	23	13.45
Seventh	0	0.00	21	12.29	21	12.29
Total	0	0.00	171	100.00	171	100.00

\*None of the male personnel held grade-assignments, since they were "special services" teachers in the areas of physical education, visiting teachers, agricultural agent, and a principal.

held memberships in the G.T.E.A. Fifteen or 3.37 per cent, with one or 6.67 per cent and 14 or 3.63 per cent of the male and female personnel, respectively, who held memberships in the N.E.A. All of the educational personnel held memberships in the Bibb County Teachers Association; like-wise, all of the principals held memberships in the Bibb County Principals Association. Five (2men and 3 women) of the personnel were members of the Americal Heritage Association. The

TABLE 46

DISTRIBUTION OF THE MEMBERSHIPS IN VARIOUS PROFESSIONAL ORGANIZATIONS  
OF THE EDUCATIONAL PERSONNEL IN THE NEGRO PUBLIC ELEMENTARY  
SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Organizations	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
G. S. T. E. A.	5	33.33	179	46.37	184	45.89
N. E. A.	1	6.67	14	3.63	15	3.74
Bibb County Teacher's Association	5	33.33	179	46.37	184	45.89
Bibb County Princi- pal's Association	1	6.67	9	2.33	10	2.49
Americal Heritage Association	2	13.33	3	0.78	5	1.25
National Supervisory Student Teaching Association	0	0.00	1	0.26	1	0.25
Georgia Home Demonstration Agents Association	0	0.00	1	0.26	1	0.25
Georgia Farm Agents Association	1	6.67	0	0.00	1	0.25
Total	15	100.00	386	100.00	401	100.00

"Special Services" personnel held memberships in their respective professional societies.

Supervision and Training In Extra Curricula Activities.--The data concerned with the training in and supervision of extra curricular

activities of the educational personnel in the Negro public elementary school of Bibb County, Georgia, are presented in Table 47, which revealed the significant facts to follow.

Of a total of 16 extra curricular activities supervised, or sponsored in the elementary schools by the 171 classroom teachers and 8 "Special Services" personnel, 47 or 15.56 per cent of these subjects supervised "Athletics;" whereas, 17 or 13.18 per cent of these teachers indicated training in the activity. Of 75 or 24.83 per cent of the teachers who supervised various "Scout Activities," 44 or 34.11 per cent of the subjects indicated training in this activity; of 3 or .99 per cent of the personnel who supervised "Hi-Y" and "Y-Teens" activities, two or 1.55 per cent of the subjects had training in this activity.

Of 55 or 18.21 per cent of the personnel who supervised "4H Clubs," 18 or 13.95 per cent indicated training in the activity; of 36 or 11.92 per cent of the subjects who supervised the "Junior Red Cross," 11 or 8.53 per cent of these subjects indicated training in the activity; of 21 or 6.95 per cent of the personnel who supervised the "Safety Patrol," six or 4.65 per cent cited any training for the task; of 11 or 3.64 per cent of the subjects who supervised the "School Fire Patrol," 3 or 2.33 per cent indicated training in the activity; of 21 or 6.95 per cent of the subjects who supervised "child Guidance," 12 or 9.30 per cent cited training for this task.

Further, still, of the 5 or 1.66 per cent of the personnel who supervised "Student Council," 1 or .78 per cent cited training in the activity; of 4 or 1.32 per cent who operated "Audio-Visual Aid" facilities, 3 or 2.33 per cent indicated any specific training for the task; of 2 or

TABLE 47

DISTRIBUTION OF THE SUPERVISION OF AND THE TRAINING IN EXTRA-CURRICULAR  
ACTIVITIES OF THE EDUCATIONAL PERSONNEL IN THE NEGRO PUBLIC  
ELEMENTARY SCHOOLS OF BIBB COUNTY, GEORGIA, 1953-1954

Supervision of and Training in Extra- Curricular Activities	Male			Female			Total			Male			Female			Total		
	Per		No.	Per		No.	Per		No.	Per		No.	Per		No.	Per		No.
	Cent			Cent			Cent			Cent			Cent					
Scout Activities	0	0.00	75	25.42	75	24.83	0	0.00	44	35.48	44	34.11						
Athletics	3	42.85	44	14.92	47	15.56	1	20.00	16	12.90	17	13.18						
Hi-Y and Y-Teens	1	14.29	2	0.68	3	0.99	1	20.00	1	0.81	2	1.55						
4-H Club Activities	1	14.29	54	18.31	55	18.21	1	20.00	17	13.71	18	13.95						
Junior Red Cross	0	0.00	36	12.20	36	11.92	0	0.00	11	8.87	11	8.53						
Safety Patrol	0	0.00	21	7.12	21	6.95	0	0.00	6	4.84	6	4.65						
School Fire Patrol	0	0.00	11	3.73	11	3.64	0	0.00	3	2.41	3	2.33						
Child Guidance	2	28.57	19	6.44	21	6.95	2	40.00	10	8.06	12	9.30						
Student Council	0	0.00	5	1.69	5	1.66	0	0.00	1	0.81	1	0.78						
Audio-Visual Aids	0	0.00	4	1.36	4	1.32	0	0.00	3	2.41	3	2.33						
Student Teaching (Supervision of)	0	0.00	2	0.68	2	0.66	0	0.00	2	0.61	2	1.55						
School Music Activities	0	0.00	6	2.03	6	1.99	0	0.00	10	8.06	10	7.75						
School Book Lend Library	0	0.00	4	1.36	4	1.32	0	0.00	0	0.00	0	0.00						
School News Activities	0	0.00	10	3.39	10	3.31	0	0.00	0	0.00	0	0.00						
Dramatics	0	0.00	2	0.68	2	0.66	0	0.00	2	1.61	2	1.55						
Total	7	100.00	295	100.00	302	100.00	5	100.00	124	100.00	129	100.00						

.66 per cent of the subjects who supervised "Student Teaching," 2 or 1.55 per cent indicated training; of 6 or 1.99 per cent of the personnel who supervised "School Music" activities, 10 or 7.75 per cent indicated training in the task.

Of the 4 or 1.32 per cent of the subjects who supervised the "School Book Lend Library" none of the subjects cited training in this activity; of the 10 or 3.31 per cent who supervised "School News" reports, none of the subjects indicated any training in the activity, and of the 2 or .66 per cent of the personnel who supervised types of "Dramatics," 2 or 1.55 per cent indicated training in the activity.

The data appeared to have indicated that the Negro educational personnel in the Bibb County, Georgia, public schools have, to a very high degree, had specific training in the numerous Extra-curricular activities which they have been called upon to sponsor and supervise.

## CHAPTER III

### SUMMARY AND CONCLUSIONS

Introductory Statement.--The problem involved in this research was to ascertain the environmental background, socio-economic background, academic and professional training, certification, teaching experience and tenure, teaching assignments, professional participations, of the one hundred and eighty-nine members of the educational personnel serving the Negro elementary schools of Bibb County, Georgia during the school year of 1953-1954.

Purpose of the Study.--The major purpose of this research was to make a study of the teaching personnel in the Negro public elementary school system of Bibb County, 1941 through 1953. More specifically, the purposes of this research were to answer the following questions:

1. What were the academic and professional training and the educational background of the Negro public elementary school personnel of the Bibb County system for the years, 1941 through 1953 as determined by:
  - a. College training
  - b. Graduate training
  - c. Non-college training and experiences
2. What types of teaching certificates were held by the Bibb County Negro elementary school personnel for the years, 1941-1953?
3. To what extent was the Bibb County Negro public elementary school personnel working in and out of their respective fields of preparation and certification?

4. What was the socio-economic background of the Bibb County elementary school personnel?
5. What was the teaching experience and tenure of the Negro public elementary school personnel of Bibb County for the years, 1941 through 1953?
6. What were the institutions in which the personnel of Bibb County received their training?
7. What were the professional organizations in which the Bibb County educational personnel held memberships?
8. What Conclusions, Implications, and Recommendations can be derived from the analysis and the interpretation of the Findings of this Study?

Definition of Terms.--The various technical terms used throughout this study are defined below.

1. "Educational personnel" as used in this study refers to all the persons, including teachers, principals, and supervisors, who are employed directly, or who are concerned with teaching in the Negro Public Elementary Schools of Bibb County, Georgia, for the years, 1941 through 1953.
2. "Teaching personnel" as used in this study refers to all the persons engaged in or having to do with teaching in the schools or in the school system.
3. "Academic training" as used in this study refers to the broad general training in the subject-matter areas received by all the Negro elementary teachers of Bibb County.



4. "Professional training" as used in this study refers to all the specified training in professional courses received by the Negro Bibb County public elementary teachers for the purpose of proficiency in teaching in the field of elementary education.
5. "Socio-economic background" as used in this study refers to the status of the teachers and their families with reference to the occupations, home conditions, and educational background.

Locale and Design of Research.---This research was conducted in Macon, Bibb County, Georgia, during the school term, 1953-1954 and involved the segments to follow:

1. Subjects: First, all of the Negro public elementary school teachers and principals employed in Bibb County for the years, 1941 through 1953. Second, all of the special Negro elementary school supervisors who were employed as Jeanes, Music, Physical Education Supervisors, Library Service Coordinator, Visiting Teachers, Home and Farm Demonstration Agents, who were concerned with teaching in the Negro elementary schools of Bibb County, Georgia, 1941-1953.
2. Instruments: A specifically designed questionnaire pertinent to the needed data; the record files of the Bibb County Board of Education, principals, school superintendent, interviews with teachers and school officials.
3. Research Method: A combination of the Normative-Survey and History Methods of research, which utilized the specific techniques of the questionnaire and official documents, was used in gathering the pertinent data for this study.

4. The data, after appropriate analytical and statistical treatment, were formulated into significant Findings, Conclusions, Implications, and Recommendations which constitute the content of the finished thesis copy.

The data as collected and interpreted were organized around the following captions:

1. Review of the Pertinent Related Literature.
2. Early Environmental Background of the Personnel.
3. Socio-Economic Background of the Personnel.
4. Academic and Professional Training of the Personnel.
5. Teaching Experience and Tenure of the Personnel.
6. Certification of the Personnel.
7. Grade-Assignments of the Personnel.
8. Professional Participations of the Personnel.

The data pertinent to these captions will be summarized accordingly.

The Plan and Procedure.---The data necessary to the development of this study were gathered, organized, analyzed, and presented in the body of the thesis through the following procedural steps:

1. An interview pattern was structured to approach the superintendent of schools with maximum efficiency for making necessary explanations of desires and intentions for making a study; for explaining the nature and scope of the research problem, and to obtain with dispatch the necessary permissions for gathering pertinent data toward the execution of the research.
2. Interview patterns were structured to obtain with dispatch and efficiency the necessary data where conferences with other administrators and teachers were indicated.
3. The Related Literature pertinent to this study was reviewed, summarized, and presented in the thesis copy.

4. The questionnaire was designed to meet the needs of this research, was constructed and validated under the supervision of competent workers in the area of educational research.
5. The superintendent, supervisors, principals, and teachers were asked to cooperate in carrying out the study.
6. The subjects were properly approached and instructed as to the scope and purposes of the research to be conducted.
7. The questionnaires were circulated to the entire Bibb County Negro elementary school personnel of 171 active classroom teachers, 10 non-teaching supervising principals, and 8 "special" supervisors.
8. The reports of the Bibb County Board of Education, the superintendent, the supervisors and principals were reviewed to gain added data as well as to serve as a check upon the accuracy and authenticity of data reported on the questionnaire of the participating teacher-personnel.
9. The 184 returned questionnaires were checked and rechecked for fulness and accuracy of responses against other sources having the same data with rejection, if any, of all returned questionnaires which were not usable in the study.
10. The data from the questionnaires, interviews, and official records were assembled and presented in proper figures and tables, which were in turn analyzed and interpreted.
11. The findings, implications, conclusions, and recommendations as derived from the analysis and interpretation of the data were presented in the body of this thesis copy.

Summary of Related Literature.--The review of the related literature brought to focus many points-of-view from eminent students and educators in the field of education. Many of them were deeply interested in the problems of teacher-preparation, the background and the selection of, and other contributing factors toward an effective and successful educational program, and thus made contributing points-of-view in relation to this study.

The review of literature appeared to emphasize such crucial principles as indicated on the page which follows.

1. The teaching staff of any educational institutions is its most essential item of equipment. The teacher is thought to be by all odds the most influential factor in high school or elementary school education.
2. Teachers are mostly recruited from upper and middle classes.
3. Certification holds the key to heightening of educational qualification.
4. Teacher education is a continuous process and should be diligently pursued.
5. The expected teaching efficiency of those in the classroom is essentially based upon the scope and quality of training, both academic and professional.
6. The professional training of teachers should include training in subject matter and methodology of two or more subject combinations.
7. The socio-economic background of teachers or educators is an important segment in the overall qualifications of teachers.
8. The requirements of teacher certification are controlled by local and state bodies.
9. Teachers need the advantage of continued inservice training.
10. Teachers with five to nine years of teaching experience are more effective than those with more or less experience.

Findings.--The findings which follow were drawn directly from the interpretation of the data as collected in this study. The various aspects and facts concerning the educational personnel in the Negro public elementary schools of Bibb County, Georgia, as presented,

analyzed and interpreted thus far in this thesis are summarized at this point.

#### Age of Teachers:

Table 1

The ages of the personnel ranged from a low of 22 years to a high of 61 years and over to show a mean age of 38.84 years and a median age of 37.93 years. Of the total 184 subjects, 5 or 2.72 per cent were men and 179 or 97.28 per cent were women. There were 12 teachers in the extreme high age group of 61 years and over. It might be said that 21 of these teachers fell in the mean age group of 38.84 years.

#### Age of Personnel on Entering Profession:

Table 2

The ages of the personnel on entering the profession ranged from a low of between 15-17 years to a high of 42-44 years to show a mean entrance years of 20.49 and a median of 19.67 years. Twenty-nine or 15.76 per cent of the teachers entered at the low of 15-17 years; 1 teacher entered at the high entrance age of from 42-44 years; 44 teachers entered within the mean age range of 21-23 years.

#### Marital Status of the Personnel:

Table 3

The marital status data of the personnel indicated that 41 or 22.28 per cent were single; 111 or 60.33 per cent were married; 16 or 8.70 per cent were widowed; 13 or 7.07 per cent were divorced, and 3 or 1.63 per cent were separated from their spouses.

#### Marital Status of Parents of Personnel:

Table 4

The marital status of the parents of the personnel indicated that 93 or 50.54 per cent of the parents were married; 49 or 23.63 per cent widowed or widowed; 6 or 3.26 per cent were divorced; 10 or 5.44 per cent were remarried; 2 or 1.09 per cent were separated, whereas 24 or 13.04 per cent gave no answer.

#### Early Environments of Personnel:

Table 5

It was found that 16 or 8.70 per cent of the personnel were reared in the open country, village, city of 2500 population; 10 or 5.44 per cent in cities 2500-9999 population; 154 or 83.69 per cent in cities of 10,000-99,000 population; 4 or 2.17 per cent in cities of 100,000 and over.

#### Religious Preference of Personnel:

Table 6

The data revealed that 10 or 5.44 per cent of the personnel were Catholics; 6 or 3.26 per cent were Presbyterians; 2 or 1.09 per cent were Episcopalians and Congregationalists, respectively; 74 or 40.22

per cent were Methodists; 88 or 47.82 per cent were Baptists, and 1 or .54 per cent was a member of the Church of God In Christ.

#### Religious Preference of Parents:

Table 7

The data revealed that the majority, 156 or 42.39 per cent and 175 or 47.55 per cent of the parents of the personnel were Methodists and Baptists, respectively; whereas, 25 or 6.80 per cent composed religious preferences of Catholic, Presbyterian, Episcopalian, and Congregational Faiths; 5 or 1.36 per cent were Seven Day Adventist and Primitive Baptists, respectively.

#### Personnel's Church Memberships:

Table 8

The data revealed that 162 or 88.04 per cent of the personnel reported that they were church members; 22 or 11.96 per cent of them gave no answer to the item.

#### Church Memberships of the Parents:

Table 9

The data revealed that 313 or 85.05 per cent of the total parents were members of the church; 55 or 14.95 per cent of the personnel indicated no answers for parents.

#### Frequency of Church Attendance of Personnel:

Table 10

The data on church attendance of personnel revealed that 8 or 4.34 per cent of them attended church monthly, 23 or 12.50 per cent, bi-monthly; 15 or 8.15 per cent, tri-monthly. One hundred thirteen or 61.43 per cent attended church every Sunday; 12 or 6.52 per cent, bi-weekly; 4 or 2.17 per cent, tri-weekly, whereas, 9 or 4.89 per cent of the personnel gave no answer to the item.

#### Frequency of Church Attendance of Parents:

Table 11

It was found that 16 or 8.70 per cent reported parents attended church monthly; 15 or 8.15 per cent, bi-monthly; 9 or 4.89 per cent, tri-monthly; 117 or 63.59 per cent, the vast majority, every Sunday; 1 or 0.51 per cent, every Sabbath; 9 or 4.89 per cent, bi-weekly; 3 or 1.63 per cent, tri-weekly and occasionally, respectively, and 11 or 5.98 per cent of the parents were unanswered for.

#### Church Offices held by Personnel:

Table 12

It was found that of the official staff of the church, 14 or 8.65 per cent of the personnel comprised this staff among them; 6 or 3.71 per cent comprised the mother and trustee boards; 48 or 29.63 per cent comprised the music departments in their respective churches; 41 or 26.93 per cent among them were secretaries, presidents, treasurers, clerks, and chairmen of auxiliaries; 39 or 24.07 per cent were superintendents

and teachers of the Sunday School; 13 or 8.03 per cent were class leaders, leaders of the young people's department or usherettes.

#### Church Offices Held by Parents:

Table 13

It was found that of the subordinate group classification, 56 or 16.73 per cent of the parents held offices in this group; of the spiritual advisory group, 156 or 46.58 per cent of the parents held offices in this category; of the pastors, 10 or 2.98 per cent were represented; of the financial and recording agents group, 35 or 10.44 per cent of the parents were keepers of finance or records; 38 or 11.34 per cent were Sunday School affiliates; 36 or 10.75 per cent were administrators of church music.

#### Family Pattern of Personnel:

Table 14

The data on the family pattern of the personnel revealed that of the 184 fathers reported for 126 or 66.85 per cent: 4 or 2.17 per cent, male and 119 or 64.57 per cent female were deceased; 61 or 33.15 per cent: 1 or .54 per cent male and 60 or 32.61 per cent female personnel's fathers were living. Of the 184 mothers of personnel, 88 or 47.83 per cent: 3 or 1.63 per cent male and 85 or 46.20 per cent female were deceased; 96 or 52.17 per cent: 2 or 1.09 per cent male and 94 or 51.09 per cent female were living. Of these personnel with siblings: 43 or 23.37 per cent of the personnel female had 1 sibling each living; 18 or 9.78 per cent had 2 siblings each living; 7 or 3.80 per cent female had 3 siblings each living; 2 or 1.06 per cent female had 4 siblings each living. One hundred sixty or 86.96 per cent of the personnel had 1-6 sisters in family; 157 or 85.33 per cent had 1-8 brothers living and deceased who comprised their families.

#### Domiciliary Status of Parents:

Table 15

It was found that 12 or 6.35 per cent of the parents were renters, 164 or 86.77 per cent of the parents owned some type of real estate, as home owners, home and other property, home and farm, or home and business. Eight or 4.34 per cent of the personnel did not respond to the item.

#### Degree of Family Employment of Personnel:

Table 16

It was revealed that 489 family members were represented by the personnel reporting who were employed either regularly, occasionally or never. Ninety-five or 61.30 per cent of the parents of the male and female personnel were employed regularly; 22 or 14.19 per cent of the parents of the male and female personnel were employed occasionally, and 38 or 24.50 per cent of them were never employed. Ninety-one or 60.25 per cent of the 161 sisters of the personnel were employed regularly; no sisters of the personnel were employed occasionally; 30 or 18.63 per cent were never employed. Eighty-nine or 78.07 per cent of the 114 brothers of the male and female personnel were employed regularly;

none of the male and 14 or 12.29 per cent female brothers were employed occasionally; 11 or 9.65 per cent of the brothers of the female subjects were never employed. Four children of the female personnel were employed regularly; 35 or 100 per cent of the sons in military service were indicated as being employed regularly; 13 or 65 per cent of "other" family members of the personnel were employed regularly; none of the "other" male subjects and 73 or 14.93 per cent of the "other" female were employed occasionally, and 83 or 16.97 per cent of the "other" members of the male and female personnel were employed "never."

#### Types of Occupations of Parents:

Table 17

There were 368 parents reported for in this item: 53 or 21.12 per cent male and female were engaged in the indicated types of professions; 27 or 7.34 per cent, farmers or farm helpers; none of the male and 10 or 2.72 per cent of the parents of the female subjects who were engaged in the so-called clerical services; 27 or 7.34 per cent fathers of male and female personnel engaged in the craftsmen list; none of the male and 48 or 13.04 per cent of the parents of the female subjects classed as common laborers; none of the parents of the male and 43 or 11.69 per cent, parents of the female were employed in domestics; 84 or 22.83 per cent of the female subjects were engaged as housewives.

#### Occupational Income of Parents:

Table 18

Of the total 214 parents reported for by the 184 personnel members, 90 or 42.06 per cent of the parents of the male and female subjects earned less than \$100 per month; 38 or 17.76 per cent made from \$101-\$150 per month; 28 or 13.08 per cent earned from \$151-\$200 monthly; 26 or 12.15 per cent earned from \$201-\$250 monthly; 18 or 8.41 per cent earned from \$251-\$300 monthly; 5 or 2.34 per cent earned from \$301-\$350 monthly; 5 or 2.34 per cent earned from \$351-\$400 monthly; 1 or .47 per cent of the parents of the male and female personnel earned from \$500 and over monthly.

#### Education Level of Parents:

Table 19

It was found that 368 of the parents of the personnel were reported for. Of this number 7 or 1.90 per cent of the total parents had an educational index of primary training and below; 14 or 3.80 per cent had an index of primary education; 180 or 48.91 per cent had lower, middle or upper elementary education; 122 or 33.15 per cent of the subjects' parents had an educational index of junior high, senior high or had earned a high school diploma; 37 or 10.07 per cent had junior college, senior college or had earned the bachelor degree, whereas, 8 or 2.17 per cent were unaccounted for as to their educational level.

#### Dependents of Personnel:

Table 20

The dependents of the personnel ranged from 1-3 for the male and 1-6 for the female personnel: 78 or 42.40 per cent had 1; 50 or 27.17 per



cent had two; 19 or 10.33 per cent had three; 7 or 3.8 per cent had four; 1 or .54 per cent had five, six, or more dependents, respectively; 28 or 15.22 per cent gave no reply.

#### Influential Factors for Entering Profession:

Table 21

The data revealed that 76 or 41.30 per cent of the personnel cited "love for children" as influential factor for entering the teaching profession; 59 or 32.07 per cent cited "love for the profession"; 25 or 13.59 per cent cited "making a contribution to the Race" as factor; 4 or 2.23 per cent of the teachers cited "pleasant working conditions" as influential factor for entering the teaching profession; 7 or 3.91 per cent cited "financial returns;" 6 or 3.36 per cent cited "support of the family;" two or 1.12 per cent cited "lack of something more appealing;" 3 or 1.68 per cent cited "limitation of fields open to Negroes;" 1 or .56 per cent cited "aspirations of a former teacher;" and 1 or 20 per cent of the male personnel cited "to earn money for medical school" as influential reason for entering the teaching profession.

#### Positions Held by Personnel:

Table 22

It was found that the prevailing positions from 1941-1953 were classroom teachers; teacher-principals; supervising non-teaching principals; special supervisors, visiting teachers; library service coordinator, home and farm demonstration agents, respectively; that these position increases were a gradual year to year development, whereas, there was a decrease in the number of individuals who held some types of positions, 1941-1953. Principals: there was an increase of non-teaching principals of from 2-10, 1941-1950. There was a decrease in teacher-principals of from 22 to 9 to none from 1941 to 1949 to 1953, respectively, the 1953 principal staff being 10. In 1941, 22 or 91.67 per cent administrators were principal-teachers, 2 or 8.33 per cent were supervising non-teaching principals; 2 or 8.33 per cent of the original teacher-principals or supervising principals serving continuous through 1941-1953. Seven or 70 per cent of 1953 principals were results of seniority promotions; 3 or 30 per cent newer personnel promotions.

Classroom teachers: 69 or 58.47 per cent of the 118 employed personnel of 1941 have served continuous 1941-1953; 12 or 54.55 per cent of the 1941 twenty-two "teacher-principals" were now serving as classroom teachers. Visiting teacher position was initiated in 1945, held by 1 individual, replaced and increased to 2 in 1948, decreased to 1 in 1949 to 2 in 1953. Jeanes supervision made its advent in 1942, held by 1 and the same individual, 1941-1953. Positions of Music supervision and library services were added in 1951, remaining through 1953. Physical education directorship came in 1946, maintained by the same individual through 1953. Farm and home demonstration were the veteran special service positions of the county, 1941 through 1953 and prior to this period.

## Reasons for Employment of Personnel:

Table 23

Two or 40 per cent and 3 or 60 per cent male held positions because predecessors resigned and newly created positions, respectively. Of 179 female subjects, reasons given for present employment were as follows: 32 or 18.38 per cent, predecessors resigned, retired or died; 23 or 12.78 per cent, predecessors had left to teach elsewhere in the Bibb County system, promoted to principal of the same school or had left to become principal of another school in the system; 24 or 13.41 per cent, predecessors had married or joined husband elsewhere, left to teach in another state or had entered another occupation; 103 or 55.98 per cent, predecessors on leaves of absence, or they were holding newly created positions.

## High School Curriculum Pursued:

Table 24

The data revealed that 1 or .56 per cent male pursued vocational training; 71 or 38.58 per cent pursued general education; 38 or 20.65 per cent pursued college preparatory training; 74 or 40.21 per cent pursued teacher training or normal training.

## Personnel with Diploma and Partial College:

Table 25

The data revealed that there were 25 or 13.97 per cent of the personnel who had earned high school diploma and partial college training of from two to  $3\frac{1}{2}$  academic years of normal school or college training.

## Types of Degrees Held:

Table 26

These and supplement data revealed that there were 30 or 16.30 per cent of the personnel who held high school diploma as highest attainment; 145 or 78.80 per cent who held bachelors' degrees; 9 or 4.88 per cent who held Master's degrees.

## Personnel with Bachelors' Degrees and Partial Graduate Training:

Table 27

It was found that 107 or 67.50 per cent of personnel had no graduate training; 19 or 11.95 per cent, 2-6 hours; 10 or 6.29 per cent, 7-12 hours; 5 or 3.14 per cent, 13-18 hours; 3 or 1.89 per cent, 19-24 hours; four or 2.52 per cent, 25-30 hours; 2 or 1.26 per cent had 31-36 hours of graduate training.

## Personnel with Master's Degrees and Further Study:

Table 28

It was found that 6 or 66.67 per cent of personnel had no training beyond the M. A. Degree; whereas, 1 or 11.11 per cent each had 2-6 hours, 7-12 hours, and 25-30 hours, respectively, of training beyond the M. A. Degree. No male had credit beyond 2-6 hours of graduate training.

## Georgia Institutions Represented:

Table 29

It was found that among the personnel the following institutions were represented: 6 or 3.47 per cent: Albany State; 5 or 2.89 per cent: Savannah State; 9 or 5.20 per cent: Morris Brown College; 3 or 1.73 per cent: Spelman College; 2 or 1.16 per cent: Clark College; 1 or .58 per cent: Morehouse College; 9 or 5.20 per cent: Paine College; 101 or 58.38 per cent: Fort Valley State College. For Master's degrees: 7 or 4.05 per cent were from Atlanta University; of the non-degree personnel, institutions were 4 or 2.31 per cent from Ballard-Hudson; 17 or 9.83 per cent: Ballard Normal School; 2 or 1.16 per cent: Hudson High and Beda Etta School, respectively, and 5 or 2.89 per cent were graduates of Georgia Baptist College.

## Outside of Georgia Institutions:

Table 30

Of 11 or 5.98 per cent of the personnel who were graduated from institutions outside the state of Georgia, 2 or 18.18 per cent represented White institutions, 1 each from Northwestern and Wayne Universities; of Negro institutions: 1 or 9.09 per cent each finished from Shaw (Raleigh, N. C.), Virginia State (Petersburg, Va.), A. & T. College (Greensboro, N. C.), A. & M. College (Orangeburg, S. C.), and Xavier University (New Orleans, La.), whereas, 2 or 18.18 per cent of the personnel represented Fisk University.

## Undergraduate Fields of Concentration:

Table 31

It was found that 315 responses were made to the item of which 5 or 25 per cent and 7 or 6.09 per cent were for majors and minors of the male and female personnel in the field of Natural Science; no major and 8 or 6.96 per cent female and male responses were for minors in General Science and Mathematics; 9 or 4.50 per cent and 6 or 5.22 per cent female responses, majors and minors in Home Economics; in the fields of Industrial Science, Social Science and Economics, no male and 8 or 6.96 per cent female, minors in these fields; 4 or 3.48 per cent female minors in Child Guidance and Psychology; no male and 10 or 5 per cent and 32 or 27.83 per cent female majors and minors, respectively, were in the Social Studies; 144 or 72 per cent all female, were majors in Elementary Education; 6 or 3 per cent responses, female, were majors in Secondary Education; 6 or 5.22 per cent minors (female) in Elementary Education; 2 or 1.74 per cent female minors in Secondary Education, and one or .87 per cent female minor in Supervision. One of .87 per cent female major in Library Science; no male and 1 or .50 per cent female and 4 or 3.48 per cent female, majors and minors in Physical Education and Recreational Leadership; no male and 1 or .87 per cent female, majors in Speech; 15 or 7.50 per cent and 14 or 12.17 per cent female responses, majors and minors in English; whereas, 1 or .50 per cent and one or .87 per cent of the male and female responses, respectively, were for a major and a minor in French and German. Four or 2 per cent and 6 or 5.22 per cent (female) were for majors and minors in Music; whereas, eleven or 9.57 per cent and 3 or 2.61 per cent (female) of the responses

were for minors in Public School Art and Practical Art, while 1 or .50 per cent was a minor in Industrial Art.

#### Graduate School Concentration

Table 32

It was found that there were 53 major and 13 minor responses from the personnel to this item, as were earned in graduate school: 3 and 1 major and minor responses, from the male and 50 and 12 major and minor responses from the female subjects, respectively; 35 or 53.03 per cent of the responses were as majors and 1 or 1.52 per cent as minors in Elementary Education; 5 or 7.58 per cent were as minors in Secondary Education; 1 or 1.52 per cent of the responses represented a major and a minor, respectively, in Supervision of the Elementary Schools; 4 or 6.06 per cent were as majors and 2 or 3.03 per cent as minors in Supervision; 2 or 3.03 per cent were as majors and minors, respectively, in Child Guidance; whereas, 1 or 1.52 per cent was for a major and minor each in Social Studies and a major in Sociology, respectively. Two or 3.03 per cent of the responses were for majors and minors in English; whereas, 1 or 1.52 per cent were given for the following: a major in Home Economics, and in Library Science, a minor in Recreational Leadership and Public School Art, respectively.

#### Concentration Beyond M. A. Degree:

Table 33

It was found that 5 principals and supervisors had pursued study beyond the M. A. Degree, with concentrations as follow: 1 male and 1 female concentrated as a major in Elementary Education; 1 female subject concentrated as a major in Supervision; and two female teachers had minors in Supervision.

#### Undergraduate, Graduate, and Above M. A. Degree Concentrations of the Male "Special Services" Personnel:

Table 34

Of the 4 male "special services" personnel reporting, 1 or 25 per cent each reported an undergraduate major in Agriculture, Biology, Secondary Education, and Social Studies; 1 or 12.50 per cent of them reported minors in Biology, Chemistry, General Science, Secondary Education, History and Athletics, with 2 or 25 per cent reporting a minor in English and 1 or 12.50 per cent as a major in Secondary Education. One or 25 per cent male had concentrated in Agriculture, whereas, 1 or 25 per cent had as a minor Athletics, the positions the latter two were now employed.

#### Undergraduate, Graduate, and Above M. A. Degree Concentrations of the Female "Special Services" Personnel:

Table 35

Of the 3 female "special services" personnel, 1 or 33.33 per cent concentrated as a major in Normal training, French and Music, respectively; whereas, the minor concentrations for these three were in Home Economics, Sociology and History, respectively, during undergraduate study. One or 33.33 per cent had as a major in graduate school, in Sociology,

whereas, the same individual pursued a major beyond graduate school in Elementary Education and Supervision. One or 33.33 per cent was pursuing a major in Music in graduate school, and 1 or 33.33 per cent had no training beyond the Bachelor Degree indicated.

#### Types of Certificates:

Table 36

The following significant trends could be noted about the types of certificates held by the personnel: (a) for the school year, 1941 through 1942, 80 or 68 per cent of the personnel in the Negro elementary schools of Bibb County, Georgia had less than 4 years of college training, with 66 of this number having maximum of not over two years of college training. In fact, 55 of the teachers in 1941-1942 had less than one year of college training. None of the Negro teachers employed in Bibb County in 1941 had a college degree. (b) In 1952-1954, 80 or 68 per cent of the personnel in the Negro elementary schools of Bibb County, Georgia had a training level of college graduation or better, and only 29 or 32 per cent of these teachers had a training level of more than 3 years of college but not enough for the attainment of the Bachelor's Degree. Moreover, the number of Life Certificates had decreased from 32 in 1941-1942 to 11 in 1953-1954, indicating that this particular group of teachers had advanced their training over the years. Further, in 1941-1942 there were no Negro teachers who held a P-4 or P-5 certificates. Three of the Negro teachers now in Bibb County now hold the T-5 certificates, and the Supervisor holds a SV-5 certificate.

#### Types of Certificates of "Special Services" Personnel:

Table 37

The following significant trends could be noticed about the types of certificates held by the "special services" staff: (a) for the school year 1941-1942, there were two "special service" employees in the Bibb County elementary schools for Negroes, namely: a Home and Farm Demonstration Agent who held a D-4 and a C-4 certificate, respectively. (b) In 1953-1954, the "special services" staff for the elementary schools of Bibb County, Georgia, included 8 employees who held the following certificates: 1 Music Supervisor, B-4 Certificate; 1 Jeanes Supervisor, SV-5 Certificate; 1 Library Service Coordinator, T-5 Certificate; 1 Physical Education Supervisor, and a Home Demonstration Agent, D-4 Certificates; 2 Visiting Teachers and a Farm Agent who held C-4 Certificates, respectively. It might be noted that the minimum training of the special services staff was at the college level, whereas, one staff member had 25-30 hours above the M. A. Degree. The number of Life Certificates remained at a minimum of two for the year 1953-1954, indicating that newer additions to the "special services" staff were better and more recent trained individuals.

#### General Professional Training of Principals and Teachers:

Table 38

Of the 177 teachers and principals (1 male and 8 female principals) 28 or 15.82 per cent female had earned from 2-6 hours of general professional undergraduate training; 59 or 33.33 per cent male and female

teachers and principals had earned from 13-18 hours; 30 or 17.05 per cent female had earned from 19-24 hours of such credit as indicated of a general professional nature.

General Professional Graduate Training of Principals and Supervisors:

Table 39

Of 12 principals and supervisors reporting on the general professional graduate training at the graduate level; 6 or 50 per cent of the male and female subjects had earned from 2-6 hours of graduate training of a general professional nature; none of the male and 1 or 10 per cent of the principals being female had earned from 13-18 hours and 4 or 33.33 per cent had earned from 19-24 hours and over of general professional graduate training. One or 10 per cent female principal had no such training at the graduate level.

Principals and Supervisors' Training In Supervision of Elementary School Subjects:

Table 40

The data on both the graduate and above the master's degree training of principals and supervisors in the supervision of the elementary school subjects revealed that of 11 subjects, 6 or 60 per cent of the male and female principals had earned from 2-6 hours training of this nature; 3 or 33.33 per cent female principals had earned from 7-12 hours' credit in such courses; 1 supervisor reported having earned from 2-6 hours' credit above the M. A. Degree level in the supervision of the elementary school subjects. Again, one respondent could report no training in this area.

Principals and Supervisors' Training In Administration and Supervision:

Table 41

It was found that 6 or 60 per cent male and female principals and supervisors had earned from 2-6 hours in Administration and Supervision of the elementary schools; 1 or 11.11 per cent of the female principals and supervisors had earned from 7-12 such credit at the graduate level; two or 22.22 per cent female had earned 13-18 hours credit in the area of Administration and Supervision at the graduate level. One female supervisor indicated having earned 2-6 hours above the M. A. Degree in the Administration and Supervision of Elementary Schools.

Experience of Personnel in Georgia:

Table 42

There were totals of 57 or 32.89 per cent of the personnel with teaching experience of 2-5 years in Georgia; 20 or 10.85 per cent female with 6-10 years experience; 43 or 23.37 per cent with 10-20 years of teaching experience; 26 or 14.13 per cent with 21-25 years, and 38 or 20.65 per cent of the teachers with 26-30 to 31 years and over of teaching experience in Georgia. The number of years of teaching experience ranged from a low of 2 to a high of 31 years and over to show

a mean of 11.70 and a median of 13.41 years for the total personnel.

#### Tenure of Personnel in Bibb County:

Table 43

It was found that there were totals of 11 or 5.98 per cent of the Negro teachers of Bibb County with 1 year or less tenure in the public school system; 53 or 24.46 per cent with 2-5 years of tenure in the county; 24 or 13.04 per cent with 6-10 years; 32 or 17.39 per cent (women) from 11-20 years; 28 or 15.22 per cent with 21-30 years; and 36 or 19.59 per cent of the teachers of Bibb County with 31 years and over of tenure in the public school system. The number of years of tenure of teachers in the Bibb County school system ranged from a low of 1 year or less to a high of 31 years and over to show a mean tenure of 15.19 years and a median tenure of 11.61 years for the teachers of Bibb County, Georgia.

#### Years in Present Position:

Table 44

The data revealed that there were 15 or 8.15 per cent of the teachers of Bibb County who had spent 1 year or less in the present position; 81 or 44.02 per cent, 2-5 years; 27 or 14.67 per cent, 6-10 years in present position; 31 or 16.85 per cent, 11-20 years; 10 or 5.42 per cent, 21-30 years, and 20 or 10.87 per cent of the female personnel had served from 31 years and over in present positions. The maximum number of years in present position of the male personnel was from 6-10 years, the minimum being 2-5 years. There was a mean of 10.90 and a median of 12.30 years for the total personnel.

#### Grade Placement of Teachers:

Table 45

It was found that 28 or 16.37 per cent of the teachers taught the first grade; 26 or 15.20 per cent: the second grade; 25 or 14.62 per cent: the third grade; 24 or 14.04 per cent of the teachers taught the fourth and fifth grades, respectively; 23 or 13.45 per cent: the sixth grade; whereas, 21 or 12.29 per cent of the teachers taught the seventh grade in the public elementary schools of Bibb County, Georgia. None of the male personnel held grade assignments in Bibb County.

#### Professional Memberships:

Table 46

The data revealed that all of the educational personnel of Bibb County, Georgia held memberships in the G.T.E.A., and the B.C.T.A., respectively, whereas, 15 or 8.15 per cent of the personnel were members of the N.E.A.; ten or 5.43 per cent were members of the Bibb County Principals Association, which was all of the principals; 5 or 2.72 per cent of the personnel were members of the American Heritage Association, and 1 or .54 per cent of them were members each of the National Supervisory Student Teaching Association, the Georgia Farm and the Home Demonstrators' Association.

Supervision of and Training in the Extra Curricular Activities:

Table 47

The data revealed that 7 of the male personnel supervised and had training in such activities as Athletics, Hi-Y and Y Teens, 4 -H Clubs and Child Guidance Activities; 219 responses from the female personnel indicated that they supervised considerably larger number of extra activities than did the male subjects, taking in 16 categories. The training experience of the male principal and "special services" staff was 100 per cent for the activities supervised; whereas, for the female personnel training in the activities supervised the number was 124 or 42.03 per cent of the responses for activities supervised.

Conclusions.--The analysis and interpretation of the data on the Educational Personnel in the Elementary Public Schools for Negroes in Bibb County, Georgia, for the period of 1941-1953, would appear to warrant the conclusions to follow.

1. The data would tend to warrant the conclusion that there was an appreciably high level of educational training among the Negro public elementary school personnel of Bibb County, Georgia, as evidenced by the various data of 1953-1954.
2. The data indicated that throughout the period, 1941-1953, there was a continuous and significant "up-grading" in the academic and the professional training of the Negro personnel of Bibb County, Georgia, as evidenced in the high level of educational status for these teachers as of 1953-1954. Further, and in this connection, the data would appear to warrant the conclusion that the Negro educational personnel in Bibb County has not attained (to any appreciable degree) the accepted minimum level of five-year training for teachers.
3. The certification of the Negro educational personnel of Bibb County, Georgia was at a high level, which was also commensurate with the requisite training and concentration in the areas in which they were found to be teaching.
4. The data would seem to warrant the conclusion that members of the educational personnel of Bibb County, Georgia have been and are recruited from segments of the population with desirable, if not high, socio-economic status.
5. The state teacher training institutions are servicing at the point of a majority of the educational personnel of Bibb County.
6. It would appear that the Negro educational personnel of Bibb County, Georgia possesses a high degree of professional



consciousness and pride as shown by the overwhelming number of memberships held by these teachers in various local, state, regional and national professional organizations.

7. The Negro educational personnel of Bibb County, Georgia appear to be enjoying reasonable and satisfactory tenure in their teaching experience as shown by a median of 12.03 years of service in the positions in which they now hold.

Implications.--The interpretation of the findings of this study on the Educational Personnel in the Negro Elementary Public Schools of Bibb County, Georgia, for 1941-1953, focuses attention upon three major implications, to wit:

1. It would appear that the Negro educational personnel of Bibb County is being motivated to "up-grade" its academic and professional status, although the factors in this motivation were not isolated and determined by this study.
2. It would appear that the long tenure of service at the respective school units in the county indicate that there is a wholesome stimulating and satisfying professional climate for the Negro educational personnel of Bibb County, Georgia.
3. The data would seem to indicate that the high level of agreement between the certification of the teachers with the teaching assignments in which they are engaged suggests that the administrative and supervisory staffs of Bibb County, Georgia have been doing either directly or indirectly an excellent job of teacher-selection and placement.

Recommendations.--Lastly, the analysis and interpretation of the data on the Educational Personnel in the Elementary Public Schools for Negroes in Bibb County, Georgia, for the period of 1941-1953, to a

justifiable degree would warrant the following recommendations for its improvement in the years ahead:

1. It is recommended that means will be evolved whereby the fourteen per cent of the teachers of Bibb County who are without the minimum of a bachelor degree level of training will be motivated directly or indirectly to "up-grade" their teacher preparation to this minimum level.
2. It is recommended that means will be evolved whereby the Negro educational personnel of Bibb County, Georgia may be encouraged to pursue their professional preparation to the five-year level of training recommended by the professional organizations.
3. It is recommended that the Board of Education will continue its policy of employing those teachers with the highest academic and professional qualifications as well as personal fitness in refilling those positions left vacant for whatever causes.
4. It is recommended that the Board of Education of Bibb County continue to give serious consideration to the principle of financial assistance and/or pay increment to encourage the continued "up-grading" of the educational personnel as well as to stimulate its increased and continued efficiency and effectiveness.

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APPENDIX

A STUDY OF THE EDUCATIONAL PERSONNEL IN THE NEGRO PUBLIC  
ELEMENTARY SCHOOLS OF BIBB COUNTY, 1941-1953

A QUESTIONNAIRE

FOR

ADMINISTRATORS, SUPERVISORS, CLASSROOM TEACHERS, AND  
SPECIAL TEACHERS OF ELEMENTARY SCHOOLS

This questionnaire is to be filled out by holders of the following administrative, supervisory, classroom, and special elementary school-affiliate positions:

Principals of elementary schools  
Jeanes Supervisor of elementary schools  
Music Supervisor of elementary schools  
Classroom Teachers of elementary schools  
Special teacher of Physical Education in elementary schools  
Visiting teachers or attendance workers  
Special Library Service Coordinator  
Farm and Home Demonstration Agents as affiliates in elementary schools

This questionnaire has been constructed so as to make your task in answering it as easy as possible. It consists of items designated by Arabic numerals. Most of the items apply to all and call for only a single check mark. A few items, however, apply only to special people and are indicated with stars (\*). (See items 29, 30, 31, 32, 33, 34, 35, 36, and 39, respectively).

Each item has been devised so as to demand the minimum amount of subjective judgment and writing. This has resulted in a bulky questionnaire, but you will find it unusually convenient to answer. Please be as conscientious and accurate as possible in all your answers.

1. Indicate with a cross (x) your marital status.

- (a) (    ) single
- (b) (    ) married
- (c) (    ) widow or widower
- (d) (    ) divorced
- (e) (    ) separated

2. Indicate with a cross (x) the age group below which best represents your age in years to your nearest birthday.

- (a) \_\_\_\_ 18 yrs. and below
- (b) \_\_\_\_ 19 to 21 yrs.
- (c) \_\_\_\_ 22 to 24 yrs.
- (d) \_\_\_\_ 25 to 27 yrs.
- (e) \_\_\_\_ 28 to 30 yrs.
- (f) \_\_\_\_ 31 to 33 yrs.
- (g) \_\_\_\_ 34 to 36 yrs.
- (h) \_\_\_\_ 37 to 39 yrs.
- (i) \_\_\_\_ 40 to 42 yrs.
- (j) \_\_\_\_ 43 to 45 yrs.
- (k) \_\_\_\_ 46 to 48 yrs.
- (l) \_\_\_\_ 49 to 51 yrs.
- (m) \_\_\_\_ 52 to 54 yrs.
- (n) \_\_\_\_ 55 to 57 yrs.
- (o) \_\_\_\_ 58 to 60 yrs.
- (p) \_\_\_\_ 61 and over

3. Indicate with a cross (x) your early environment. (Where you spent the most of your life up until the age of 21 years.) Be sure to check but one (1) item. Fill blanks in item "e".

- (a)\_\_\_ Open country, village or city  
(less than 2500 population)
- (b)\_\_\_ City ( 2500-9,999 population)
- (c)\_\_\_ City (10,000 to 99,000 population)
- (d)\_\_\_ Large city (100,000 population and over)
- (e)\_\_\_ \_\_\_\_\_  
City(Identify)County(Identify)  
State

4. Indicate with a cross(x) your religious preference.

- (a)\_\_\_ Roman Catholic
- (b)\_\_\_ Presbyterian
- (c)\_\_\_ Methodist
- (d)\_\_\_ Baptist
- (e)\_\_\_ Congregational
- (f)\_\_\_ Seven Day Advent
- (g)\_\_\_ Jehovah Witness
- (h)\_\_\_ Church of God in Christ
- (i)\_\_\_ Other \_\_\_\_\_  
(Identify)
- (j)\_\_\_ No religious preference

5. If you are a church member of any sect in the previous item, put a cross (x) in the blank below.

- (a)\_\_\_ Church member

6. How often do you attend the church of your preference?

- (a)\_\_\_ monthly            (d)\_\_\_ every Sun.
- (b)\_\_\_ bi-monthly        (e)\_\_\_ bi-weekly
- (c)\_\_\_ tri-monthly       (f)\_\_\_ tri-weekly
- (g)\_\_\_ other \_\_\_\_\_  
(Identify)

7. What office(s) do you hold in the church of your choice?

- (a)\_\_\_ deacon            (i)\_\_\_ clerk(church)
- (b)\_\_\_ deaconess        (j)\_\_\_ Pres.(Aux.)
- (c)\_\_\_ trustee           (k)\_\_\_ Sect'y (Aux.)
- (d)\_\_\_ steward           (l)\_\_\_ Supt. S.S.
- (e)\_\_\_ stewardess        (m)\_\_\_ Tchr.Sun. S.
- (f)\_\_\_ classleader       (n)\_\_\_ Treas.(church)
- (g)\_\_\_ member choir      (o)\_\_\_ Treasurer
- (h)\_\_\_ mother board      (auxiliary)
- (p)\_\_\_ other \_\_\_\_\_  
(Identify)

8. Indicate your age at the time you entered the teaching profession. (Do not include in your response the years you spent as a student in an educational institution).

- (a)\_\_\_ Years

9. Indicate with a cross the determining factor which was "most influential in your selecting teaching as a profession (check only one).

- (a)\_\_\_ love for children
- (b)\_\_\_ love for the profession
- (c)\_\_\_ to make contribution to the  
race
- (d)\_\_\_ pleasant working conditions
- (e)\_\_\_ financial return (personal)
- (f)\_\_\_ the support of the family
- (g)\_\_\_ lack of something more appealing.
- (h)\_\_\_ social prestige
- (i)\_\_\_ other \_\_\_\_\_  
(Identify)

10. Indicate with a cross (x) the item below which best describes your present position.

- (a)\_\_\_ Principal (full time)
- (b)\_\_\_ Principal-Teacher
- (c)\_\_\_ Classroom Teacher
- (d)\_\_\_ Jeanes Supervisor
- (e)\_\_\_ Music Supervisor
- (f)\_\_\_ Physical Education Teacher
- (g)\_\_\_ Special Library Service  
Coordinator

(Item 10 cont'd)

- (h)\_\_\_Visiting Teacher or Associate  
(i)\_\_\_Vocation Teacher Affiliates

- a. Farm Dem. Agent \_\_\_  
b. Home Dem. Agent \_\_\_

(j)\_\_\_Other\_\_\_\_\_  
(Identify)

11. Indicate with a cross (x) the reason you are employed in present position.

- (a)\_\_\_Predecessor retired  
(b)\_\_\_Predecessor died  
(c)\_\_\_Predecessor left to teach elsewhere in the system  
(d)\_\_\_Predecessor promoted to principal of same school  
(e)\_\_\_Predecessor left to become principal of another school in this system  
(f)\_\_\_Predecessor left to join husband elsewhere or marriage  
(g)\_\_\_Predecessor left to teach in another state  
(h)\_\_\_Predecessor left to enter another occupation  
(i)\_\_\_Predecessor on leave of absence (ill, continuing education, etc.)  
(j)\_\_\_Hold newly created position  
(k)\_\_\_Other\_\_\_\_\_  
(Identify)

12. Indicate, using abbreviation code below, the positions you held during the following years:

Tr.E. --Teacher, elementary	Supv.J. --Jeanes Supervisor
T. P. --Teacher Principal	Supv.M. --Music Supervisor
Prin. --Principal	Phy.Ed. --Physical Ed. Inst.
Tr.H.S.--Teacher, High School	L.C. --Library Coordinator
Tr. C. --Teacher, College	N.E. --Not employed in any school
V.T. --Visiting Teacher	H.A. --Home Agent
F.A. --Farm Agent	

1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-1948
( )	( )	( )	( )	( )	( )	( )

1948-49	1949-50	1950-51	1951-52	1952-53	1953-54
( )	( )	( )	( )	( )	( )



13. Check with a cross (x) the members of your family group (living or deceased).

	<u>Living</u>	<u>Deceased</u>
(a) Father	_____	_____
(b) Mother	_____	_____
(c) Sisters	No. _____	No. _____
(d) Brothers	No. _____	No. _____
(e) Other		
Adults	No. _____	No. _____
(f) Children	No. _____	No. _____

14. Indicate with a cross (x) in proper spaces members of your family now employed.

	<u>Regular-</u> <u>ly</u>	<u>Occasion-</u> <u>ally</u>	<u>Never</u>
(a) Father	_____	_____	_____
(b) Mother	_____	_____	_____
(c) Sisters	No. _____	No. _____	No. _____
(d) Bros.	No. _____	No. _____	No. _____
(e) Others	No. _____	No. _____	No. _____

(Identify) \_\_\_\_\_

15. Indicate with a cross (x) the number of dependents you have.

(a) \_\_\_ one  
(b) \_\_\_ two  
(c) \_\_\_ three  
(d) \_\_\_ four  
(e) \_\_\_ five  
(f) \_\_\_ six or more

16. Indicate with a cross (x) the marital status of your parents.

(a) \_\_\_ married  
(b) \_\_\_ widow or widower  
(c) \_\_\_ divorced  
(d) \_\_\_ remarried  
(e) \_\_\_ separated

17. Indicate with a cross (x) the number of children left in parents' home.

(a) \_\_\_ one  
(b) \_\_\_ two  
(c) \_\_\_ three  
(d) \_\_\_ four  
(e) \_\_\_ five  
(f) \_\_\_ six or more

18. Indicate with a cross (x) your parents' residential status.

(a) \_\_\_ renters  
(b) \_\_\_ own home  
(c) \_\_\_ own home and rent property  
(d) \_\_\_ own home and farm  
(e) \_\_\_ Own home and rent farm  
(f) \_\_\_ own home and business  
(g) \_\_\_ Other \_\_\_\_\_  
(Identify)

19. Indicate with a cross (x) your father's occupation (living or deceased). In case more than one occupation has been followed, check the one held for the greatest number of years. (Check only one item).

(a) \_\_\_ farmer  
(b) \_\_\_ barber  
(c) \_\_\_ agriculture agent  
(d) \_\_\_ carpenter  
(e) \_\_\_ brick mason  
(f) \_\_\_ plumber  
(g) \_\_\_ postman  
(h) \_\_\_ insurance agent  
(i) \_\_\_ hotel service  
(j) \_\_\_ chauffeur  
(k) \_\_\_ domestic  
(l) \_\_\_ railroad worker  
(m) \_\_\_ janitor or custodian  
(n) \_\_\_ laborer (unskilled)  
(o) \_\_\_ mortician  
(p) \_\_\_ doctor or dentist  
(q) \_\_\_ other \_\_\_\_\_  
(Identify)

20. Indicate with a cross (x) your mother's occupation, (living or deceased). Check one item, that of occupation followed for longest period of years.

(a) \_\_\_ housewife  
(b) \_\_\_ seamstress  
(c) \_\_\_ nurse \_\_\_\_\_ or \_\_\_\_\_  
(Registered) (Practical)  
(d) \_\_\_ Teacher or principal  
(e) \_\_\_ Domestic  
(f) \_\_\_ laundress  
(g) \_\_\_ office maid  
(h) \_\_\_ farm helper  
(i) \_\_\_ other \_\_\_\_\_  
(Identify)

21. Indicate with a cross (x) in the two columns below the approximate salary range of your father & mother.

	<u>Father</u>	<u>Mother</u>
(a) less than \$100 mo.	_____	_____
(b) \$101 to \$150 monthly	_____	_____
(c) \$151 to \$200 monthly	_____	_____
(d) \$201 to \$250 monthly	_____	_____
(e) \$251 to \$300 monthly	_____	_____
(f) \$301 to \$350 monthly	_____	_____
(g) \$351 to \$400 monthly	_____	_____
(h) \$401 to \$450 monthly	_____	_____
(i) \$451 to \$500 monthly	_____	_____
(j) \$501 & over monthly	_____	_____

22. Indicate with a cross (x) in the two columns below the highest educational level of your father and mother.

	<u>Father</u>	<u>Mother</u>
(a) Below Primary	_____	_____
(b) Primary	_____	_____
(c) Elem. (Lower)	_____	_____
(d) Elem. (Middle)	_____	_____
(e) Elem. (Upper)	_____	_____
(f) Junior High	_____	_____
(g) Senior High	_____	_____
(h) High School Diploma	_____	_____
(i) Junior College	_____	_____
(j) Bachelor's Degree	_____	_____
(k) Senior College	_____	_____
(l) M.A. Degree	_____	_____
(m) Post-Graduate Study	_____	_____
(n) Special Attainment	_____	_____

23. Indicate with a cross (x) in proper spaces the religious preference of your parents.

	<u>Father</u>	<u>Mother</u>
(a) Roman Catholic	_____	_____
(b) Congregational	_____	_____

	<u>Father</u>	<u>Mother</u>
(c) Presbyterian	_____	_____
(d) Methodist	_____	_____
(e) Baptist	_____	_____
(f) Seven Day Advent	_____	_____
(g) Church of God in Christ	_____	_____
(h) Jehovah Witness	_____	_____
(i) Other _____	_____	_____
(Identify)		

24. If parents were church members of any sect in the previous item, put a cross (x) in proper blank(s) below.

	<u>Father</u>	<u>Mother</u>
(a) Church member	_____	_____

25. Indicate with a cross (x) below the attendance frequency of parents to church of choice.

(a) Monthly	(d) Each Sunday
(b) Bi-monthly	(e) Bi-weekly
(c) Tri-monthly	(f) Tri-weekly
(g) other _____	(Identify)

26. Indicate with cross (x) what office (s) are/were held by parents in the church of their choice.

	<u>Father</u>	<u>Mother</u>
(a) None	_____	_____
(b) Deacon	_____	_____
(c) Deaconess	_____	_____
(d) Trustee	_____	_____
(e) Steward	_____	_____
(f) Stewardess	_____	_____
(g) Class leader	_____	_____
(h) Choir member	_____	_____
(i) Mother board	_____	_____
(j) Clerk(church)	_____	_____
(k) Pres. (Auxiliary)	_____	_____
(l) Sect'y "	_____	_____
(m) Supt. of Sun.S.	_____	_____
(n) Tchr. Sun. S.	_____	_____
(o) Treas. (church)	_____	_____
(p) Treas. (Auxiliary)	_____	_____
(q) Other _____	_____	_____
(Identify)		

27. Indicate with a cross (x) the highest diploma or degree held by you.

- (a)\_\_\_None
  - (b)\_\_\_High School Diploma
  - (c)\_\_\_Bachelor's Degree
  - Graduate Degrees
  - (d)\_\_\_M.A.
  - (e)\_\_\_M.S.
  - (f)\_\_\_M. Ed.
  - (g)\_\_\_Ph.D.
  - (h)\_\_\_D. Ed.
  - (i)\_\_\_Other\_\_\_\_\_
- (Identify)

28. Applies to all. Give name of institution, city and state from which you earned your highest diploma or degree.

Name of Institution\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(City)                      (State)

\*29. Applies to those who have partial college training. Indicate with a cross (x) in the list below the item which best describes the highest level of your present educational rating. Start at the beginning and read through the list until you find the item that fits your case. Check only one item. If you do not fall in this category, ignore this item.

- (a)\_\_\_graduate at one year (36 weeks) normal or teachers college without diploma
- (b)\_\_\_graduate of one year (36 weeks) normal or teachers college with diploma.
- (c)\_\_\_one academic year (36 weeks) of college or university training.
- (d)\_\_\_one year (36 weeks) agriculture training.
- (e)\_\_\_1½ academic years (54 weeks) of college or university training, liberal arts.
- (f)\_\_\_1½ academic yrs. (54 weeks) of normal or teachers' college training.

- (g)\_\_\_1½ academic years (54 weeks) of agriculture college training
- (h)\_\_\_2 academic years (73 weeks) of normal or college course
- (i)\_\_\_2 academic years (72 weeks) of college or university training
- (j)\_\_\_2 years (72 weeks) agriculture training
- (k)\_\_\_2½ academic years (90 weeks) of college or university training.
- (l)\_\_\_2½ academic years (90 weeks) of normal or teachers college training
- (m)\_\_\_2½ years (90 weeks) agriculture training
- (n)\_\_\_3 academic years (108 weeks) of normal or teachers' college training.
- (o)\_\_\_3 academic years (108 weeks) of normal or teachers' college training
- (p)\_\_\_3 academic years (108 weeks) of agriculture college training
- (q)\_\_\_3½ academic years (126 weeks) of college or university training
- (r)\_\_\_3½ academic years (126 weeks) of normal or teachers' college training
- (s)\_\_\_3½ years (126 weeks) agriculture college training
- (t)\_\_\_graduate of four-year normal course with certificate but without degree
- (u)\_\_\_four year normal or teachers' college course graduate with degree
- (v)\_\_\_graduate of four-year agriculture college

\*30. Applies only to holders of the Bachelor's degree. Indicate with a cross (x) the institution from which you received your degree.

- A. In Georgia
- (a)\_\_\_Savannah State
  - (b)\_\_\_Fort Valley State
  - (c)\_\_\_Morris Brown College
  - (d)\_\_\_Albany Norman (State)
  - (e)\_\_\_Morehouse College

(Item 30 cont'd)

- (f)\_\_\_ Spelman College  
 (g)\_\_\_ Clark College  
 (h)\_\_\_ Paine College  
 (i)\_\_\_ Other \_\_\_\_\_  
 (Identify)

B. Outside of Georgia

- (a)\_\_\_ Talladega  
 (b)\_\_\_ Tuskegee  
 (c)\_\_\_ Howard  
 (d)\_\_\_ Fisk  
 (e)\_\_\_ Tennessee State  
 (f)\_\_\_ South Carolina State  
 (g)\_\_\_ N. C. State  
 (h)\_\_\_ Wayne  
 (i)\_\_\_ Other

a. Name of Institution

\_\_\_\_\_  
 City State

- \*31. Applies to holders of the Bachelor's Degree who have done Graduate work. Indicate with a cross (x) the institution in which you have earned most of your graduate credit. Note: check only one institution.

- (a)\_\_\_ Northwestern University  
 (b)\_\_\_ Atlanta University  
 (c)\_\_\_ Columbia University  
 (d)\_\_\_ New York University  
 (e)\_\_\_ Wayne University  
 (f)\_\_\_ Temple University  
 (g)\_\_\_ Tuskegee Institute  
 (h)\_\_\_ Fisk University  
 (i)\_\_\_ Howard  
 (j)\_\_\_ Any other institution

. not named above

Name of Institution

\_\_\_\_\_  
 City State

- \*32. Applies only to holders of the Bachelor's degree who have had graduate work. Indicate with a cross (x) the item below which best represents the total number of graduate credits you have

earned to date. For your convenience quarter hours have been changed to their equivalent semester hours value.

- (a)\_\_\_ no graduate credit  
 (b)\_\_\_ 2 to 6 semester hrs.  
       (3 to 9 quarter hrs.)  
 (c)\_\_\_ 7 to 12 semester hrs.  
       (10 to 18 quarter hrs.)  
 (d)\_\_\_ 13 to 18 semester hrs.  
       (19 to 27 quarter hrs.)  
 (e)\_\_\_ 19 to 24 semester hrs.  
       (28 to 36 quarter hrs.)  
 (f)\_\_\_ 25 to 30 semester hrs.  
       (37 to 45 quarter hrs.)  
 (g)\_\_\_ 31 to 36 semester hrs.  
       (46 to 54 quarter hrs.)  
 (h)\_\_\_ Master's Degree earned

- \*33. Applies to all M.A. Degree holders. Indicate with a cross (x) the institution in which you earned your Master's degree.

- (a)\_\_\_ Atlanta University  
 (b)\_\_\_ Northwestern University  
 (c)\_\_\_ Other \_\_\_\_\_  
 (Identify)

- \*34. Applies to those who hold Master's Degree. Indicate with a cross (x) the item below which best represents the total number of post graduate credits earned to date.

- (a)\_\_\_ No post graduate credit  
 (b)\_\_\_ 2 to 6 semester hrs.  
       (3 to 9 quarter hrs.)  
 (c)\_\_\_ 7 to 12 semester hours  
       (10 to 18 quarter hrs.)  
 (d)\_\_\_ 13 to 18 semester hrs.  
       (19 to 27 quarter hrs.)  
 (e)\_\_\_ 19 to 24 semester hrs.  
       (28 to 36 quarter hrs.)  
 (f)\_\_\_ 25 to 30 semester hrs.  
       (37 to 45 quarter hrs.)  
 (g)\_\_\_ 31 to 36 semester hrs.  
       (46 to 54 quarter hrs.)  
 (h)\_\_\_ Other \_\_\_\_\_

(Identify)

\*35. Applies only to principals and teachers. Indicate with a cross (x) the item below which best represents the total number hours credit you have in General Professional Education subjects in your college work. If you have received no such credit disregard the items entirely. The following are examples of subjects to be included as general educational subjects: Elementary or Secondary School Administration, Tests and Measurements, Statistical Methods, General Psychology, History of Educational Psychology, Child Psychology, Adolescent Psychology, Philosophy of Education, Educational Sociology, Methods Courses, etc. For your convenience quarter hours have been changed to their equivalent semester hours.

- (a)\_\_\_no credit (college) in general education
- (b)\_\_\_2 to 6 semester hours  
(3 to 9 quarter hours)
- (c)\_\_\_7 to 12 semester hours  
(10 to 18 semester hours)
- (d)\_\_\_13 to 18 semester hours  
(19 to 27 quarter hours)
- (e)\_\_\_19 plus semester hours  
(28 plus quarter hours)

\*36. Applies to teachers and principals who have had graduate work. Indicate with a cross (x) the total number of hours in General Professional Education. The subjects to be included here are the same as those listed in the question above.

- (a) no graduate credit in General Professional Education
- (b) 2 to 6 semester hours  
(2 to 9 quarter hrs.)
- (c) 7 to 12 semester hours  
(10 to 18 quarter hrs.)
- (d) 13 to 18 semester hours  
(19 to 27 quarter hrs.)
- (e) 19 and over semester hrs.  
(28 and over quarter hrs.)

37. Applies to all. In the list below indicate with a cross (x) the type of teaching certificate you now hold with the State Department. If you have more than one certificate, indicate the highest.

- (a)\_\_\_(WE) War emergency license  
(good only for one year)
- (b)\_\_\_(CL) County License
- (c)\_\_\_(A.0) Less than 1 yr college
- (d)\_\_\_(ALE) General Ele. 1 yr.
- (e)\_\_\_(A-1) General Ele. 1 yr. col.
- (f)\_\_\_( ) 1 year college  
provisional
- (g)\_\_\_( ) 1 year college  
professional
- (h)\_\_\_( ) 1 year life
- (i)\_\_\_(B-2) 2 year college  
provisional
- (j)\_\_\_(C-2) 2 year college  
provisional
- (k)\_\_\_(B-3) 3 year provisional
- (l)\_\_\_(C-3) 3 year professional
- (m)\_\_\_(D-3) 3 year life professional
- (n)\_\_\_(C-4) 4 year professional
- (o)\_\_\_(B-4) 4 year provisional
- (p)\_\_\_(D-4) 4 year life
- (q)\_\_\_(C-5) 5 year college  
provisional
- (r)\_\_\_(B-5) 5 year college  
professional
- (s)\_\_\_(T-5) 5 year professional
- (t)\_\_\_(P-4) Principal's provisional
- (u)\_\_\_(P-5) Principals Professional
- (v)\_\_\_(SV-4) Supervisory  
Provisional
- (w)\_\_\_(SV-5) Supervisory  
Professional
- (s)\_\_\_Other\_\_\_\_\_

(Identify)

38. Indicate with a cross (x) in proper space by use of code initials the type of certificate you held during the following years: Use initial code from the question above.

1941-42	1942-43	1943-44	
( )	( )	( )	
1944-45	1945-46	1946-47	1947-48
( )	( )	( )	( )
1948-49	1949-50	1950-51	1951-52
( )	( )	( )	( )

1952-53      1953-54

(      )      (      )

\*39. Applies only to principals and supervisors who have had graduate or Post-graduate training. Indicate with a cross (x) below the item which best represents the total number of hours credit you have earned in Admini-  
stration and Supervision and General  
Education. For your convenience,  
quarter hours have been changed to  
their equivalent semester hours value.

A. Administration - This group in-  
cludes the following subjects:  
Organization and personnel,  
Curriculum Planning programs,  
School Finance, Child Accounting,  
Building Programs, Georgia School  
Law, State and County Admini-  
stration, etc.

- (a)\_\_\_ no graduate credit in  
administration  
(b)\_\_\_ 2 to 6 semester hrs.  
(3 to 9 quarters)  
(c)\_\_\_ 7 to 12 semester hrs.  
(13 to 18 qtr. hrs.)

B. Supervision of elementary school  
subjects. (All subjects of a  
supervisory nature are included  
here in contrast to content  
courses. Examples: The Elementary  
School Curriculum, Supervision  
of Content Subjects, etc.)

- (a)\_\_\_ no graduate credit in  
elementary supervision  
(b)\_\_\_ 2 to 6 semester hours  
(2 to 9 quarter hrs.)  
(c)\_\_\_ 7 to 12 semester hours  
(10 to 18 quarter hours)  
(d)\_\_\_ 13 to 18 semester hours  
(19 to 27 quarter hrs.)  
(e)\_\_\_ 19 and over semester hours  
(28 and over quarter hrs.)

C. General Professional courses in  
education: Tests and Measure-  
ments, Statistical Methods,  
General Psychology, Educational

Psychology, Child Psychology,  
Adolescent Psychology, History  
of Education, etc.

- (a)\_\_\_ no graduate credit in general  
education  
(b)\_\_\_ 2 to 6 semester Hrs.  
(2 to 9 quarter hrs.)  
(c)\_\_\_ 7 to 12 semester hrs.  
(10 to 18 semester hrs.)  
(d)\_\_\_ 13 to 18 semester hrs.  
(19 to 27 quarter hrs.)  
(e)\_\_\_ 19 and over semester hrs  
(28 and over quarter hrs.)

40. Applies to all. In the list below  
place a cross (x) before the extra  
curricular activities over which  
you have had direct supervision,  
or supervise now. If you have had  
training in the activities which  
you check in column I place a check  
also under column II

I	II
Supervision	Training
(a)___ Athletics	_____
(b)___ Boy Scouts	_____
(c)___ Girl Scouts	_____
(d)___ Cub Scouts	_____
(e)___ Brownies	_____
(f)___ Junior Red Cross	_____
(g)___ Boys 4-H Club	_____
(h)___ Girls 4-H Club	_____
(i)___ Safety Patrol	_____
(j)___ Fire Patrol	_____
(k)___ Student Council	_____
(l)___ Child Guidance	_____
(m)___ Other	_____

(Identify)

40X-What grade-assignment do you now  
hold?

(Identify)

41. Write in below the total number of years' experience you have served in various capacities listed, irrespective of county, Bibb or elsewhere. Ignore any items which do not affect you. Explanation: Rural schools in Bibb County refer to the following former and present existing schools: Antioch, Brooks, Cressville, Open Air, Bloomfield, Evergreen, Duersville, Goodwin, Mt. Hope, Ocmulgee, Pleasant Grove, Rutland Station, Summer Field, Swift Creek, Union Church, White Springs, and Holy Grove. Include here any other rural experience.

<u>Positions</u>	<u>Total number of years' experience</u>
1. Jeanes Supervisor of elementary schools - - - - -	_____
2. Music Supervisor of elementary schools - - - - -	_____
3. Supervising Elementary School Principal (full time) - -	_____
4. Principal-Teacher (rural or/and urban) - - - - -	_____
5. Regular elementary classroom teacher (rural or/and urban) (Exclude years served as Principal-Teacher) - -	_____
6. High school teacher, (if any) - - - - -	_____
7. High School principal(if any) or combination Ele. High School - - - - -	_____
8. Total experience as Visiting Teacher, or Associate - - -	_____
9. Total experience as Physical Education Instructor (Ele.)-	_____
10. Total experience as Physical Ed'n. Coach (High School) --	_____
11. Total experience in Library Service (Library Coordinator)-	_____
12. Total experience as Agriculture Workers:	
a. Farm Agent _____	_____
b. Home Agent _____ (check one) - - - - -	_____
13. Total experience as Bibb County Agriculture Agents - - - -	_____
14. Other _____	_____
(Identify) _____	_____
(Identify) _____	_____

42. Indicate in spaces below the total number of years' experience as follows:

1. \_\_\_\_\_ years' experience in state (Georgia)
2. \_\_\_\_\_ years' experience in other state(s)
3. \_\_\_\_\_ years' experience in Bibb County System (combine)
4. \_\_\_\_\_ years' experience in Bibb County elementary schools
5. \_\_\_\_\_ years' experience in present school

43. Have you been employed in the Bibb County Schools during the period 1941-1953, continuously?

\_\_\_\_\_ Yes \_\_\_\_\_ No

44. If the answer is NO to the question immediately above indicate the year of your first employment.

_____ Prior to 1941-42	_____ 1945-46	_____ 1950-51
_____ 1941-42	_____ 1946-47	_____ 1951-52
_____ 1942-43	_____ 1947-48	_____ 1952-53
_____ 1943-44	_____ 1948-49	_____ 1953-54
_____ 1944-45	_____ 1949-50	

45. Applies to all. Indicate with a cross (x) below your membership in professional organizations.

- (a)\_\_\_ G.E.T.A.
- (b)\_\_\_ N.E.A.
- (c)\_\_\_ Local Bibb County Teachers Association
- (d)\_\_\_ Other\_\_\_\_\_

(Identify)

46. Applies to all. In the following blanks place the number of years before the items which best describe your status. Fill all blanks applicable to you.

- (a)\_\_\_ Year(s) in present position (same job, same county and/or school(s))
- (b)\_\_\_ Years in same position in another school
- (c)\_\_\_ Years in another position in same school
- (d)\_\_\_ Years in another position in Bibb County
- (e)\_\_\_ Years in Bibb County but in other communities
- (f)\_\_\_ Years in another county but in Georgia
- (g)\_\_\_ Years in school work outside of Georgia
- (h)\_\_\_ Total years in Bibb County School System
- (i)\_\_\_ Total years in Georgia

47. Check the type of High School curriculum you pursued and completed.

- (a)\_\_\_ Commerce
- (b)\_\_\_ Vocational
- (c)\_\_\_ General
- (d)\_\_\_ College Preparatory
- (e)\_\_\_ Teacher-Training
- (f)\_\_\_ Other\_\_\_\_\_

(Identify)



48. Applies to all. Indicate with a cross (x) in proper blank your major and minor subject training in Undergraduate, Graduate and Post-graduate training as the case may be. Note: By major subject is meant the subject of greatest importance on basis of credits earned. By minor subject is meant the subject of next importance on the basis of credit earned.

SUBJECTS	A		B		C	
	Undergraduate		Graduate		Beyond M.A. Degree	
	Major	Minor	Major	Minor	Major	Minor
Agriculture						
Biology						
Chemistry						
Child Welfare						
Child Care						
Child Guidance						
Coaching Athletics						
Economics						
Elementary Education						
Secondary Education						
English						
French						
Spanish						
German						
History						
Home Economics						
Industrial Science						
Library Science						
Library Methods						
Manual Arts						
Public School Arts						

(Item 48 cont'd)

SUBJECTS	A		B		C	
	Undergraduate		Graduate		Beyond M.A. Degree	
	Major	Minor	Major	Minor	Major	Minor
Practical Arts						
Mathematics						
Music						
Physical Education						
Political Science						
Physics						
Psychology						
Sociology						
Speech						
Supervision						
Vocational Education						
General Science						
Social Studies						
Normal Course						
Other						

49. What Graduate degree(s) do you now hold?

\_\_\_\_\_ M.A. \_\_\_\_\_ M. Ed. \_\_\_\_\_ D. Ed. \_\_\_\_\_ M.S. \_\_\_\_\_ Ph.D.